DOCUMENT RESUME

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IDENTIFIERS	Education Amendments 1974

ABSTRACT

Project EPIC (Educational Preparation for Involvement in Careers) was designed for the needs of low income, inner city students (K-12). The curriculum was divided into three phases: awareness (focusing on a basic foundation in the areas of academics, work, self concept, decision making, and community for grades K-6); exploration (focusing on additional skill training, hands on experiences, greater self analysis; and in-depth exploration of jobs for grades 7-9); and preparation (focusing on the selection of job or educational preparation programs and further skill training and occupational exploration for grades 10-14). A product evaluation was conducted to assess the student outcomes in the following categories: (1) knowledge of occupations/job clusters; (2) knowledge of career concepts; (3) decision-making skills; (4) improved self concept; (5) career planning; (6) school as preparation; and (7) identifying desirable work habits. Overall, survey and test results indicated that most students met or surpassed the established criterion in each category, with some exceptions in category 5. A process evaluation was conducted to insure a detailed description of the installation/implementation of the program and to provide a monitoring system to detect deficiencies in the design or implementation. This was accomplished through the use of Management Information System and several teacher questionnaires, interviews, surveys, and classroom observations. (A major part of this document contains appended materials, including product and process evaluation data and instruments.) (BM)

ED164772

Project EPIC

Educational Preparation for Involvement in Careers

Career Education Demonstration
K-12 Low Income Students

Final Report
1975 - 1976

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CE 017 712

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS *(see NOTE above)* WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6)* NUMBER WHO ARE			OF THE TOTAL *(column 6)* NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE *(1)*	ASIAN OR PACIFIC ISLANDER *(2)*	BLACK/ NEGRO *(3)*	CAUCASIAN/ WHITE *(4)*	HISPANIC *(5)*	*TOTAL (sum of columns (1) through (5))* *(6)*	HANDI-CAPPED *(7)*	GIFTED AND TALENTED *(8)*	LOW INCOME *(9)*	MALE *(10)*	FEMALE *(11)*
STUDENTS											
ELEMENTARY *(K-6)*		3	242	385		630			425	329	301
MIDDLE/JUNIOR HIGH *(7-9)*			293	859		1152			776	613	539
SENIOR HIGH *(10-12)*			422	624		1046			726	547	499
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS *(non-matriculated)*											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS			39	118	1	158				66	92
COUNSELORS				5		5				3	2
ADMINISTRATORS			3	5		8				8	0
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY						342					
PARENTS						73					
OTHER *(specify)*											
TOTAL											

OE FORM 467, 2/76

JEFFERSON COUNTY BOARD OF EDUCATION
3332 NEWBURG ROAD
LOUISVILLE, KENTUCKY 40218

TO: Office of Education
Director, Finance Division
400 Maryland Avenue S. W.
Washington, D. C. 20202

PROGRAM TITLE:	Career Education Program
GRANT NUMBER:	G00 7503402
CAN NUMBER:	CAN: 75 20 1343
GRANTEE IDT. NO.:	412
ENCLOSURES:	NEW 601T & 602T Forms
PERIOD COVERED:	July 1, 1976 thru Sept. 30, 1976

SIGNED:
(MRS.) BARBARA ROBERTS

TITLE: DIRECTOR, GRANTS & AWARDS ACCOUNTING

DATE SUBMITTED: October 8, 1976

REMARKS:

CE 017 712

IF YOU HAVE ANY QUESTIONS, PLEASE CALL MRS. BARBARA ROBERTS AT 502/456-3154 or 3155.

Table of Contents

I. Introduction 1
- Purpose 1
- Rationale 1

II. Setting 3
- District Population 3
- Target Population 3
- Target Schools 3
- Adjustments 3

III. Program Design 4
- General Description 4
- Elementary 5
- Junior High 6
- Senior High 8

IV. Procedure 10
- Management and Delivery 10
  - Goals - Operational Plan 11
  - Time Line of Events 20
  - Organization and Roles 22
  - Delivery System 26

- Staff Development 28
  - Identified Competencies 28
  - Timetable for Training 30
  - Comments on Training 31

- Curriculum Development 34

- Community Involvement 35
  - Advisory Committee 36
  - Parent Involvement 37
  - Community at Large 37

- Dissemination 38
  - Local 38
  - Regional 38
  - National 38

- Evaluation Procedure 40

Table of Contents (continued)

V. Evaluation Outcomes 52
    Introduction 52
    Product Evaluation 53
    Narrative for Learner Outcomes 53
    Objective List and Capsule Summaries by Each Objective 56
    A.C.D. Table Summaries Keyed to Certain Objectives 65
    Process Evaluation 74
    Narrative 74
    Goals and Outcome Summaries 74

I. Introduction

A. Purpose: Project EPIC demonstrates a particular career education model as replicable and effective for the needs of the low income, inner city child in selected pilot schools not previously working in career education.

Factors affecting the purpose:

1. On April 1, 1976 the Louisville Public Schools merged with the suburban Jefferson County Public School System.
2. On September 1, 1975 the Jefferson County Public Schools implemented a system wide court ordered desegregation plan.
3. The Jefferson County Public Schools is the 13th largest in the country and ranks in the category of a major urban system.

B. Rationale

As typical of the upheaval within large cities nationally the inner city schools have faced an educational and social crisis.

The student from a low income family has special and unique needs as relates to instruction and career education.

Reading and Math scores of the low income child are below the national norm. The career education activities that have been implemented served as a motivational factor in the imporvement of reading and math skills.

Student perception to the relevance of what they are learning is an identifiable factor as relates to:

- inability to relate to any future career goal
- under achievement
- the dropout problem
- use of leisure time in aesthetic pursuits

Limited knowledge of the value and rewards of work, variety of occupations available, qualifications needed and employability skills needed contribute to the students inability to break out of the poverty cycle.

The inability of students to make decisions based on identification of long range needs reinforces the immediate gratification syndrome.

Project EPIC was designed specifically to meet these needs. The model presented worked under several basic assumptions:

- academic achievement was a key to employability
- inner city unemployment rates were extremely high
- the youth of our schools were entitled to a program which prepared them for maximum employment
- too many students were leaving school because of lack of interest and failure to see any relationship between school and meeting their immediate needs
- it was not possible to depend on parents to teach work values, work habits and career decision making skills when they themselves were caught up in the cycle of poverty
- the exposure of students was needed outside of their immediate neighborhood cycle
- central office staff must be more concerned with conceptualizing the problem, facilitating curriculum reform, supporting local schools with resources, and continuous evaluation
- this effort must involve a partnership with the business-labor-professional community

II. Setting

A. District Population

- The Jefferson County System serves approximately 121,081 students.
- The inner city core of the system represents approximately 45,508 students.
- 46% are from families with annual incomes of $3,000 or less who are receiving welfare.

B. Target Population

Name of School	Grade Level	Number of Students	Number of Teachers	Number of Counselors	Number of Paraporfessionals
Breckinridge	K-6	630	41	0	17
Western Middle	7-9	1152	55	2	5
Central High	10-12	1046	62	3	0

C. Target Schools - Income Summary Data

Name of School	Income less than $2,999.	Income less than $5,999.	*School total less than $5,999.
Breckinridge	22%	35%	57%
Western Middle	23%	27%	50%
Central High	25%	26%	51%

D. Adjustments

- The two maintenance schools, Emerson and Heywood included in the proposal were closed by the federal judge in the desegregation order.
- Kennedy Elementary School, due to the desegragation order lost 3/4 of the student population changing drastically the low income status.
- An alternate school, Breckinridge was selected as the student population represented the low income category.

III. Program Design

Career education involves the entire school program and the resources of the community. It is for all teachers and all students.

GENERAL DESCRIPTION

The life centered career education curriculum strives to prepare individuals for a successful life of productivity and self-satisfaction by enhancing learning achievement in all subject areas, at all levels of education, increasing the options for occupational choice, and eliminating barriers to attaining employability. The curriculum was divided into three phases:

Awareness - K-6	This was the foundation of the career education program. It provided the basic foundation in the areas of academics, work, self concept, decision/making, and community. Awareness is a continuous process throughout one's life.
Exploration - 7-9	Exploration built upon the attitudes and skills developed in the awareness phase. It provided additional skill training, both academic and technical, hands on experiences, greater self-analysis, and in depth exploration of jobs to enable the student to choose a preparation best suited to his life plan. Exploration is also a continuous process.
Preparation - 10-14	This phase prepared the student, based upon a selection of programs to enter college, to obtain a job or continue in a post-secondary training program. In addition to the preparation of skills, it gave the student further exploration of skills, further exploration of those occupations which utilized the skills he was learning.

The program was organized and sequenced in a manner that assured each student the opportunity to be aware, explore, and prepare for the world of work, to learn to develop the decision-making skills, to improve self-concept, to plan for his own career development, to perceive school as being relevant to his needs, and to involve the community in the students learning experiences.

ELEMENTARY

The elementary program, K-6, was centered around creating an awareness of the students toward the world of work, self, decision/making processes, school and community in a sequential and developmental process.

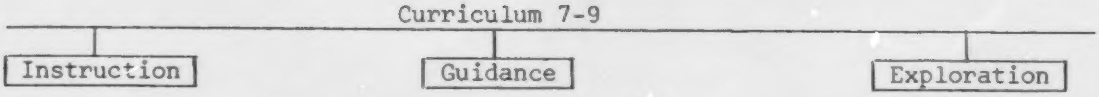
The career concepts, themes, general occupational information, adaptability skills and techniques were interwoven among the curriculum materials as to be a regular part of the teaching/learning process.

A theme structure was provided to insure sequential and developmental learning experiences for the students as well as to insure a broad awareness of a variety of careers.

ELEMENTARY THEME STRUCTURE

Grade	Career Theme
Kindergarten	Home
1st grade	School, Family
2nd grade	Neighborhood
3rd grade	City
4th grade	Public Service Marine Science Fine Arts and Humanities Hospitality and Recreation Construction
5th grade	Marine Science Health Personal Service Agriculture Consumer - Homemaking
6th grade	Communications and Media Business and Office Manufacturing Natural Resources and Environmental Control Marketing and Distribution

JUNIOR HIGH



The junior high component was perhaps the most crucial stage of the career education program. The desire to meet perceived immediate needs rather than prepare for a long range goal is an often selected alternative.

At this time, in addition to a revised curriculum which emphasized the relevance of content to careers, an intensified guidance effort was implemented and opportunities for exploration were provided.

INSTRUCTION

Each subject area of the curriculum emphasized the people who used or enjoyed their particular skills or content. This enabled the students to perceive the relevance of what they were learning.

The career themes and career concepts were woven into the existing curriculum, enabling the career emphasis to be a part of the teaching/learning process and not become an isolated unit.

GUIDANCE

The junior high school has been traditionally thought of as the "exploratory phase" of education. By the time a student reaches junior high, he is ready to explore career choices. The guidance activities facilitated the student's exploration in the areas of self and career.

ORIENTATION

A four week orientation to the world of work was provided for all 7th, 8th, and 9th graders through integration into the English class.

Areas presented included self exploration, attitudes towards work, skills to assess and obtain a job and basic employability skills.

EXPLORATION

Exploration of the world of work was provided for all students in the school.

Grade 7

Occupational 12 weeks

Students explored five occupational clusters each quarter for three quarters. This provided a broad backgorund to a variety of career possibilities within each cluster.

Grade 8

Students explored over a three quarter period the world of work as categorized by professional, technical, managerial, semi-skilled, skilled, un-skilled and service occupations.

The exploration included cognitive, affective and psychomotor activities relating to each category.

Grade 9

Students elected three clusters they wish to explore in depth as possible career choice areas.

The exploration included the following:

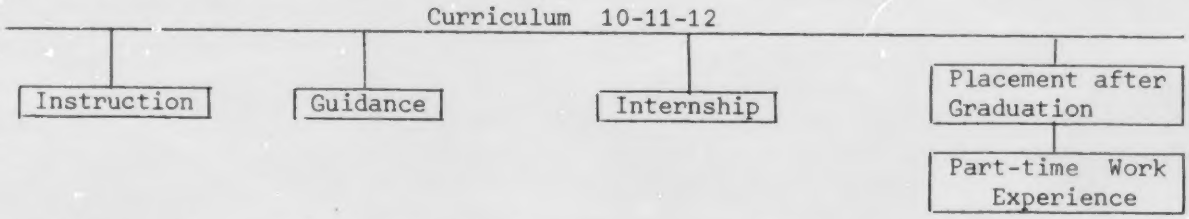
1. self analysis
2. in-depth analysis of occupational information e.g. availability
3. interviews
4. on-job observation-shadowing
5. analysis of needed technical and academic skills
6. simulated hands on experiences
7. part time employment
8. establishment of a TENTATIVE career goal-coordinated with:
    a. testing
    b. individual and group guidance
    c. formal planning of 10th grade schedule
9. a series of regular presentations made by local personnel managers through the Louisville Jaycees Organization.

WORK EXPERIENCE

Part time employment and summer jobs were available to those who obtained a work permit.

SENIOR HIGH

General Curriculum Design



The senior high program was a more formalized program of preparation. Awareness and exploration were still continuing for some students.

At this time, in addition to a revised curriculum which emphasized the relevance of content to careers, a guidance effort was made and opportunities for preparation were provided.

INSTRUCTION

The senior high student elected his courses on an elective basis every quarter. The course selected should facilitate the career goal.

Each subject area of the curriculum emphasized the people who used or enjoyed their particular skills or content.

The career themes and concepts were woven into the existing curriculum to be a part of the teaching/learning process.

The varied nature of the courses narrowed down the related occupations and provided more in-depth analysis of these occupations.

GUIDANCE

Guidance activities continue to facilitate the students self concept, attitudes, decision making skills, self analysis skills, and emphasized placement upon graduation in a job, in college or a post-secondary or technical training.

INTERNSHIP

An internship experience of varying lengths was available to all students who so elected during the 11th and 12th grades. The general length was 2 days.

This was a non paid experience in the career field of the students choice. The terms of the experience were carefully defined for the student and the employer by means of a contract.

INTERNSHIP (con't)

A pre field orientation was provided for each student as well as a follow up analysis with the student and the employer.

A total of 42 students completed an intern experience. (see appendix for booklet)

PLACEMENT

The schools counselors and a community placement counselor worked together to place seniors upon graduation in college, post secondary programs or immediate job entry.

PART TIME WORK EXPERIENCE-SUMMER JOBS

Part time employment, summer jobs and co-op employment were available to all senior high students in a variety of programs.

The help provided to the low income student through these programs was often the determining factor that enabled the student to remain in school and pursue a long range goal which before would have been nearly impossible.

1. The Division of Manpower Services provided a full time placement counselor in the senior high school to help students obtain part time employment and summer jobs.

2. Co-op work experience was offered through the following vocational programs located in the high school. These programs were already included in the schools curriculum.
    a. Business and Office
    A program designed to help students enrolled in vocational business courses to apply skills learned in the business courses.
    b. Distributive Education
    A program designed to prepare individuals to enter, to prepare, or improve competencies for a career in retailing, wholesaling or service occupations.
    c. Occupational Work Experience Program
    A program designed to help guide potential dropouts and under achievers. The program offered basic training and information that assisted the students in locating, securing, and maintaining employment.

3. Work Study Program was designed to provide work for students needing an income to continue in their vocational training.

4. N.Y.C. - Neighborhood Youth Corps was designed to provide part-time work training experiences for youths from low-income families so they may maintain or resume their education. Vocational counseling was provided to assist students in developing their maximum occupational potential.

IV. Procedure

A. Management and Delivery

Project EPIC, used a management system which included:

- clearly defined goals
- detailed operational plan
- time line of events
- well defined role definitions
- central office steering committee
- faculty steering committee
- systems planning approach
- process monitoring system (see evaluation)

The management system described, while time consuming, helped the program staff to plan carefully and implement the program relative to time, cost and performance.

The staff could easily discern what needed to be done and be less concerned with crisis planning.

The system kept us on target with the planned activities throughout the program.

The documentation completed through the use of this system helped to describe the model in detail for future replicability.

1. GOALS AND OPERATIONAL PLAN

OBJECTIVE # 1 To provide low income children with a career education environment and varied experiences which will enable them to:

1. increase their knowledge of the world of work
2. increase their decision making skills
3. increase self-analysis skills
4. increase attitude toward school
5. increase academic achievement

Scheduled Completion Date	Action Steps	Staff Member Responsible	On Time	Reason-Variance	Accomplishments
10/30/75	1. Order, select and distribute ancillary material that support career model.	D,ST	yes	Delay corrected	System corrected. All materials have been ordered and distributed.
6/5/76	2. Implement the career instructional content modules (K-12)	ST,T	yes		Supplements written, tested and refined. (see appendix)
6/5/76	3. Implement guidance activities (K-12)	T,C	yes	Role of the counselor needs further definition	Guidance committee working on role. Several group and individual guidance activities implemented.
6/5/76	4. Implement exploration practical arts guides (7-9)	T,ST - JR.H	yes		Exploration units written, implemented and refined. (see appendix)
6/5/76	5. Implement supplementary activities e.g. interviewing, field trips, learning centers etc. (K-12)	T,ST	yes	Learning centers were the least used by the teachers Additional training needed	Interviewing, field trips, discussion, research well implemented. Curriculum integration steadily developed without omiting instructional activities.
6/5/76	6. Implement work experience programs (9-12)	ST,T,C, SR.H.	yes	Jobs still scarce	Approximately 150 students placed. Difficult to place students with a slow job market.
5/30/76	7. Implement placement activities (senior high)	P,C	yes		School counselors and vocational counselor from Dept. of Labor held counseling sessions Students were placed in 4 yr. college programs, 2 yr. programs and job placement.
5/30/76	8. Implement parent volunteer program (K-12)	ST	yes	Begun 2nd half because of desegration order. Needs to be expanded next year.	Community survey conducted. Orientation sessions held. Volunteers scheduled in schools. (continued)

OBJECTIVE # 1 (con't)

Scheduled Completion Date	Action Steps	Staff Member Responsible	On Time	Reason-Variance	Accomplishments
5/15/76	9. Implement internship program (senior high)	ST,C	yes		Students were surveyed, oriented and completed internships according to contracts. Students, parents and employers very enthusiastic.
3/30/76	10. Obtain feedback on quality of ancillary materials	D	yes		Feedback obtained. Recommendations summarized.
6/1/76	11. Administer the evaluative instrument	ST,T	yes		Evaluation instruments all administered.

GOALS AND OPERATIONAL PLAN

OBJECTIVE # 2 To provide the school staff with the necessary career education knowledge, skills, and understandings which will enable them to:

1. implement the career model, processes, materials and techniques
2. integrate career education as a part of teaching/learning process
3. involve the community as an integral part of the program
4. participate in the management process

Scheduled Completion Date	Action Steps	Staff Member Responsible	On Time	Reason-Variance	Accomplishment
8/20/75	1. Orient the principals, librarians, counselors, teachers to the career education program	D,ST	yes		All orientations conducted.
8/30/75	2. Conduct pre-in-service training	D,ST	yes	Staff changes	The time schedule was changed due to massive staff changes prior to the opening of school. Alternative strategies were utilized (see training modules)
5/15/76	3. Administer evaluative instruments on training sessions	ST	yes		Instruments administered
5/30/76	4. Location of speakers, field trips	ST	yes		Surveys conducted. Lists of speakers and field trips compiled.
5/15/76	5. Observation in the classroom	D,ST,Observer	yes		Observations scheduled and accomplished
6/5/76	6. Provide reinforcement of strengths Recommendation for weaknesses	P	yes		Monitoring feedback provided. Individual observation feedback provided. Reinforcement and encouragement provided.
6/30/76	7. Demonstrate teaching strategies	ST	yes		Teaching strategies demonstrated in the classroom, during training, on video tape.
4/7/76	8. Conduct monthly workshops	ST	yes-no	Impossible to hold regular monthly workshops on larger scale after school because of change in school hours due to busing	Workshops conducted during faculty meetings. Some substitutes provided for released time workshops. Steering committee bi-monthly meetings held.

(continued)

OBJECTIVE # 2 (con't)

Scheduled Completion Date	Action Steps	Staff Member Responsible	On Time	Reason-Variance	Accomplishment
4/30/76	9. Conduct planning sessions with individual teachers.	ST	yes		Individual and group planning has been conducted.
11/10/75 3/10/76	10. Give feedback on additional training needs	D,ST	yes		Monitoring feedback has been provided on additional training needs. (teacher questionnaire, individual interviews and observation reports) Feedback provided on steering committee recommendations.
5/15/76	11. Conduct post-service training	D,ST	yes		Post-service training conducted and evaluated

GOALS AND OPERATIONAL PLAN

OBJECTIVE: # 3

To provide the community with the necessary career education knowledge and understanding which will enable them to:

1. participate in the career education program
2. Provide feedback on the program
3. develop additional ways of community involvement

Scheduled Completion Date	Action Steps	Staff Member Responsible	On Time	Reason-Variance	Accomplishments
6/30/76	1. Provide orientation to career education program	D,ST	yes		Orientation program presented to a variety of community organizations (see dissemination)
5/15/76	2. Conduct advisory council meetings	D	yes		Meetings conducted. The years objectives were accomplished. Community survey completed
5/30/76	3. Implement work experience procedures	ST,T	yes	reported under objective #1	
5/30/76	4. Contact for on-job observation procedures	ST,C	yes		Booklet and process for observation completed. Observations conducted
5/30/76	5. Establish parent-community volunteer system	D,ST	yes	reported under objective #1	
5/30/76	6. Establish internship program for students	ST	yes	reported under objective #1	
6/5/76	7. Administer surveys for evaluation	D,ST	yes	A larger return would have been better	Surveys all administered and summarized.

GOALS AND OPERATIONAL PLAN

OBJECTIVE # 4

To provide a career education model that may be replicated as evidenced by the documentation of the information about:

1. installation process
2. content activities of the model
3. model delivery system
4. management system

Scheduled Completion Date	Action Steps	Staff Member Responsible	On Time	Reason-Variance	Accomplishments
8/30/75	1. Develop data collection instruments	D,DofR	yes	Additional time was needed	All instruments developed
6/30/76	2. To collect data periodically	D,ST	yes		Data collected on schedule
6/30/76	3. To record data	D	yes		Data recorded
6/30/76	4. To analyze data	D,ST	yes		Data analyzed
6/30/76	5. To make revisions in process, content or delivery system if necessary	D	yes		Revisions were made in action steps to accomplish the objectives

GOALS AND OPERATIONAL PLAN

OBJECTIVE # 5 To provide dissemination of the projects model, processes, materials and techniques during the course of the project and its conclusion on a:

1. local system basis
2. regional basis
3. national basis

Scheduled Completion Date	Action Steps	Staff Member Responsible	On Time	Reason-Variance	Accomplishments
6/30/76	1. Provide materials upon request	D	yes		Materials sent
6/30/76	2. Prepare and mail monthly status reports	D	no	Changed to annual and final	Reports completed
6/30/76	3. Prepare and mail newsletter	D	no	Changed to quarterly	Newsletters distributed for three quarters
5/30/76	4. Provide on site classroom visitation for outside agencies	D,P	yes		On site classroom visitation provided
6/1/76	5. Provide orientation to program to parents, staff, community and others	D,ST	yes	reported under objective #3	
6/30/76	6. Present program at state and national conferences	D,ST	yes		Program presented at two state conferences
6/30/76	7. Send information to news media	D	yes		Articles sent to news media. Newspaper, radio and TV features.
2/1/76	8. Submit article to professional journal	D	no	Articles written not submitted yet	
5/30/76	9. Host regional in-service in co-operation with University	D,ST	yes	Conducted with State Dept of Education	State conference sponsored by the project was successfully planned and conducted. 350 participants from across the state.
5/15/76	10. Conduct district Career Fair	ST	yes		Career Fair conducted

continued

OBJECTIVE # 5 (con't)

Scheduled Completion Date	Action Steps	Staff Member Responsible	On Time	Reason-Variance	Accomplishments
5/30/76	11. Present report to Board of Education	D	yes	Oral report not possible at present time because the Board working on budget cuts	Report sent to the Board of Education
6/25/76	12. Submit materials to ERIC, Office of Education	D	yes		Copy of final report submitted to ERIC
6/25/76	13. Submit final report to Office of Education	D	yes		Report submitted
6/30/76	14. Mail copies of final report to persons and agencies	D	yes		Reports mailed

GOALS AND OPERATIONAL PLAN

OBJECTIVE # 6 To provide administrative services related to Career Education Program operations during 1974-75.

Scheduled Completion Date	Action Steps	Staff Member Responsible	On Time	Reason-Variance	Accomplishments
6/30/76	1. Direct day to day operational procedures	D	yes		
6/30/76	2. Advertise, interview, hire and train staff and clerk	D	yes		Personnel hired
6/30/76	3. Develop and maintain the information, monitoring and reporting system	D	yes		Monitoring system implemented and functioning
6/30/76	4. Meet with Career Education Task Force monthly	D	yes-no	Meeting dates scheduled bi-monthly	6 meetings held A cross departmental task force
6/30/76	5. Cooperativel develop and provide leadership for implementation and maintenance of the evaluation process for project	D	yes		Evaluation design and process established
6/30/76	6. Prepare, monitor and maintain budget	D	yes		Budget prepared Computer reports monitored
6/30/76	7. Provide leadership for implementation of the dissemination	D	yes		Dissemination activities conducted
6/30/76	8. Cooperatively develop and provide leadership for implementation of the training component	D	yes		Training conducted
6/30/76	9. Meet with principals on operating policies, monitoring process and program implementation	D	yes		Monthly meetings held with principals
5/15/76	10. Meet with advisory council quarterly	D	yes	reported under objective #3	

2. Time Line of Major Events July 1, 1975 - June 30, 1976

July

Order, select and distribute materials
Plan evaluation
Schedule testing and observation dates
Develop data collection instruments

August

Order, select and distribute materials
Orient principals, librarians, counselors, teachers
Conduct pre-service training
Orient community

September

Implement the instructional model
Implement the work experience program
Pre-test students
Conduct monthly workshop
Conduct steering committee meeting
Conduct central office advisory meeting
Conduct community advisory committee meeting

October

Implement placement activities
Implement parent volunteer program
Implement internship program
Implement shadowing program
Monitor program
Conduct monthly workshop
Conduct community advisory committee meeting
Conduct steering committee meeting
Conduct central office advisory meeting

November

Monitor program
Observation in classroom
Conduct monthly training workshops
Conduct community advisory committee meeting
Conduct steering committee meeting
Conduct central office advisory meeting

December

Monitor program
Develop mid-report
Conduct monthly workshops
Conduct central office advisory meeting
Conduct steering committee meeting

Time Line (con't)

January

Monitor program
Conduct monthly workshops
Conduct community advisory committee meeting
Conduct steering committee meeting
Conduct central office advisory meeting

February

Monitor program
Observation in classrooms
Conduct monthly workshops
Conduct community advisory committee meeting
Conduct steering committee meeting
Conduct central office advisory meeting

March

Monitor program
Conduct monthly workshops
Conduct community advisory committee meeting
Conduct steering committee meeting
Conduct central office advisory meeting

April

Monitor program
Conduct monthly workshops
Host regional meeting
Conduct steering committee meeting
Conduct central office advisory meeting

May

Monitor program
Present report to Board of Education
Conduct community advisory committee meeting
Conduct steering committee meeting
Conduct central office advisory meeting

June

Write final report
Conduct post-service training
Mail copies of final report to persons
Conduct steering committee meeting
Conduct central office advisory meeting

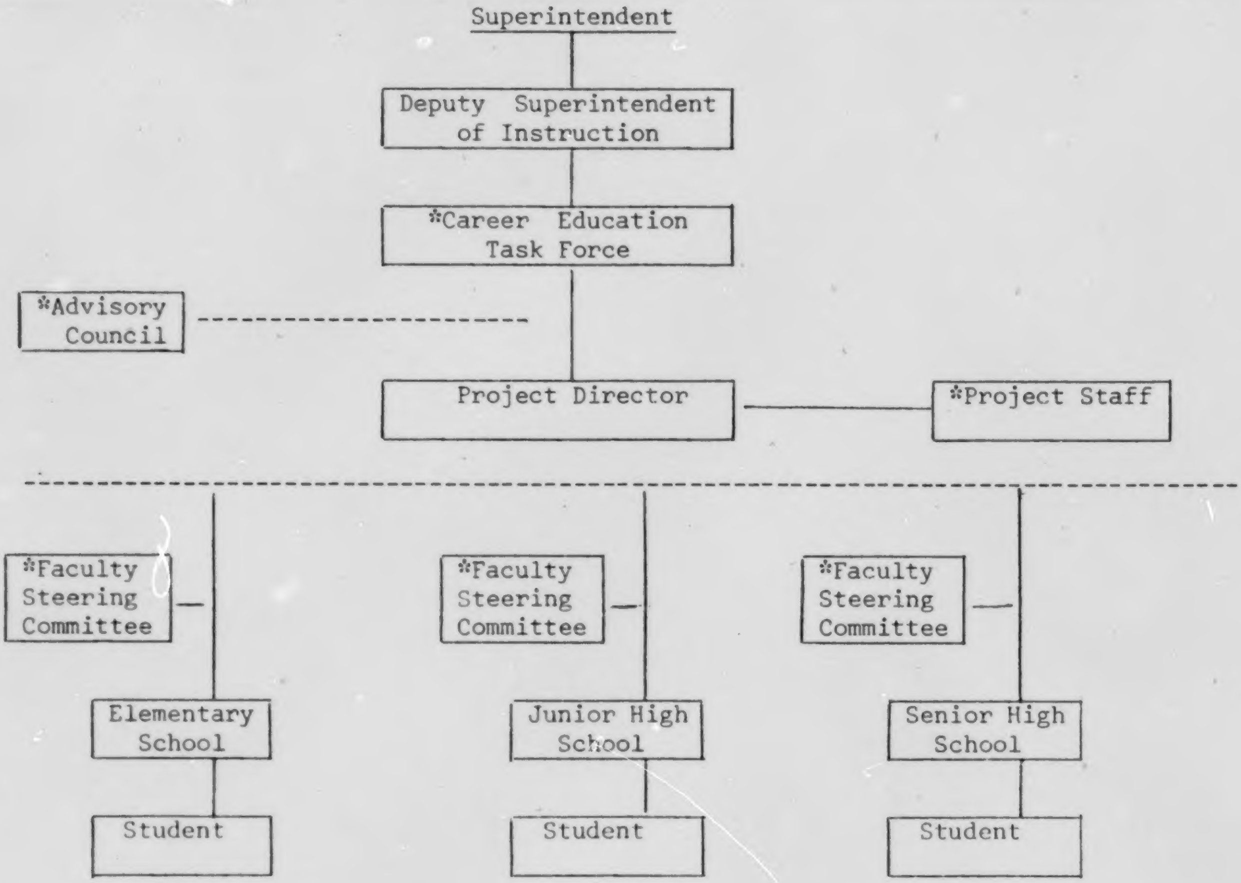
3. ORGANIZATION AND ROLES

Project EPIC was implemented under the district's Department of Instructional Programs. The divisions represented were Career Education, Secondary Education, Elementary Education, Vocational Education, Special Education, and Guidance.

Each division had special expertise, contributions and responsibilities in the career model. The Career Education division coordinated all program activities.

*Career Education, to be fully integrated and institutionalized within the total curriculum of a school system must represent a coordinated combined effort of these divisions.

ORGANIZATIONAL CHART


Superintendent
Deputy Superintendent of Instruction
*Career Education Task Force
*Advisory Council
Project Director
*Project Staff
*Faculty Steering Committee
*Faculty Steering Committee
*Faculty Steering Committee
Elementary School
Junior High School
Senior High School
Student
Student
Student

*Explanation of membership provided on following page.

Membership Description

1) Career Education Task Force Members

Superintendent of Instruction, Chairperson
Assistant Superintendent of Research & Evaluation
Director of Career Education
Director of Elementary and Early Childhood Education
Director of Secondary Education
Director of Vocational Education
Director of Special Education
Director of Guidance
Director of Curriculum
Director of Reading Programs
Director of Math Programs
Principals
Teachers

2) School Steering Committee

Elementary

Teacher, Chairperson
Principal
Librarian
Teacher representatives of each grade level
Project Staff Trainer
Reading Specialist
Math Specialist

3) Junior High

Teacher, Chairperson
Principal
Assistant Principal
Counselor (1)
Department Heads (6)
Reading Specialist
Librarian
Students (2)
Project Staff Trainer

4) Senior High

Teacher, Chairperson
Principal
Assistant Principal
Counselor
Placement Counselor
Department Heads (6)
Librarian
Students (2)
Project Staff Trainer

4. ROLE OF SCHOOL PERSONNEL

Vital to the successful implementation of a career education program was the careful consideration of the role of personnel at each level of the educational hierarchy from superintendent to supervisor to principal to guidance counselor to teacher. The malfunction of any person in their particular role could immobilize the implementation of career education.

a. The Superintendent

1) It was the responsibility of the superintendent, representing the board of education to set a policy which enables career education to be infused into the curriculum structure of the school system.

2) The superintendent created an atmosphere in the school system that was conducive to the implementation of career education.

3) The superintendent recognized, both formally and informally, school personnel who successfully initiated, developed and implemented career education.

b. The Director

1) Served as the implementation arm of superintendent.

2) Prepared the overall plan for career education implementation within the local education agency.

3) Developed programs of in-service for teachers.

4) Developed programs of management.

5) Served as change agent.

6) Served as a facilitator, once program was in operation.

7) Served as a liason with state and national agencies.

8) Management of programs for community involvement.

9) Management of programs of dissemination.

10) Management of evaluation plan.

c. Staff Trainer

1) Implementation of career education support system.

2) Training of classroom teachers in use of appropriate curricula, techniques and strategies.

3) Coordination and refinement of curriculum process of blending career education into the teaching/learning process.

4) Coordination of data gathering and feedback system.

5) Coordination of community involvement.

6) Coordination of dissemination process.

d. The Instructional Supervisor

1) Served as a change agent and also as a facilitator.

2) Lent support in training activities.

3) Provided reinforcement for teachers efforts.

4) Assisted in curriculum development.

e. The Principal

1) Provided the leadership for the developemnt and implementation and coordination of the program in a particular school.

2) Assisted in development of overall plan.

3) Provided support and encouragement necessary to successfully implement the program.

f. The Guidance Counselor

1) Assisted in the development of the overall plan.

2) Provided skill development in areas of group and individual counseling.

3) Acted as a resource person to help secure persons and materials.

4) Assisted students in internalizing career concepts and developing the necessary steps in the decision/making process.

5) Conducted meetings with parents.

g. The Teacher
*key role

1) Implemented the career education program

2) Served as manager of teaching/learning process, responsible for blending career education into the curriculum.

3) Held the responsibility for success or failure of program in the classroom.

5. DELIVERY SYSTEM

a. CENTRAL OFFICE TASK FORCE

The director of each division served on the Career Education Task Force to facilitate and give direction to the implementation of the career model.

The Director of Career Education reported to the Career Education Task Force on program implementation.

The Career Education Task Force met monthly. Activities during the meetings included:

- model progress report
- assessment of monitoring information
- determination of needed changes
- co-ordination of divisions efforts
- suggestions and recommendations

b. COMMUNITY ADVISORY COUNCIL

A community advisory council provided needed input, suggestions and involvement from the community. The council met seven times during the year. (see community involvement)

c. SCHOOL STEERING COMMITTEE

Project EPIC believes strongly in the process of involving school staffs in the planning, implementing and evaluating of the career education program.

Project staff worked closely with the steering committee of each school to facilitate and provide co-ordination. The steering committee met twice a month to:

- assess monitoring information
- plan school wide activities related to career education
- provide feedback on additional support and training
- provide communication to/with other staff in their department
- assist in planning community involvement
- insure co-ordination among other special programs in the school
- establish policies and procedures handbook for the career model at their school
- make recommendations and suggestions on model implementation

d. SUPPORT SERVICES

A staff trainer worked full time in each building to assist the staff in:

- planning sessions
- in-service training
- obtaining materials
- demonstration teaching
- providing speakers
- arranging field trips
- developing curriculum materials
- reinforcing staff efforts
- co-ordinating community involvement
- providing feedback of information
- serve as liason with central office

B. STAFF DEVELOPMENT

The career education staff in designing training for the pilot schools analyzed the program and learner goals to identify the kinds of competencies needed by teachers, librarians, counselors and principals in order to implement the model program.

1. Identified Competencies

a. Administrators

In addition to the special training and competencies they already had as administrators, the following special training was given:

1. Orientation to the concepts of Career Education
2. Orientation to the model design with special emphasis on their school phase
3. Orientation to the curriculum materials
4. Broadening of their knowledge of the world of work
5. Orientation to the methods and techniques used in the Career Education Program
6. Orientation and involvement in the management process
7. Orientation to the project evaluation plan
8. Participation in role description

b. Teachers

(1) Elementary

In addition to the special competencies they already had as teachers, the following special training was given:

1. Orientation to the concepts of Career Education
2. Orientation to the model design with special emphasis on awareness
3. Orientation and refinement of instructional curriculum materials
4. Broadening of information about the world of work
5. Knowledge of decision/making skill development and activities to integrate these skills in the teaching/learning process
6. Knowledge of self concept and activities to integrate these skills in the teaching/learning process
7. Indentification of community resources available and procedures for use
8. Identification of and procedures for obtaining supportive curricular materials
9. Knowledge of how to plan the integration process daily
10. Techniques of research, interviewing, discussion, simulation and role playing, learning centers, hands-on-activities
11. Orientation to and participation in project management system
12. Orientation to project evaluation system

(2) Junior High

In addition to the special competencies they already had as teachers, the following special training was given:

1. Orientation to the concepts of Career Education
2. Orientation to the model design with special emphasis on exploration
3. Orientation and refinement of instructional curriculum materials
4. Orientation and broadening of information about the world or work
5. Knowledge of decision/making skills and activities to integrate these skills in the teaching/learning process
6. Knowledge of self-concept and activities to integrate these into the teaching/learning process
7. Identification of the community resources and the procedures for use
8. Identification of and procedure for obtaining supportive curricular
9. Knowledge of how to plan the integration process daily
10. Techniques of research, interviewing, discussion, simulation and role playing, learning centers, hands-on-activities
11. Evaluation and testing procedures, the analysis of the data collected
12. Orientation to the vocational programs offered in the school district
13. Orientation to and participation in project management system.

(3) Senior High

In addition to the special competencies they already had as teachers, the following special training was given:

1. Orientation to the concepts of Career Education
2. Orientation to the model design with special emphasis on preparation
3. Orientation to and refinement of instructional curriculum materials
4. Orientation and broadening about the world of work
5. Knowledge of decision/making skills and activities, to integrate these skills in the teaching/learning process
6. Knowledge of self-concept and activities to integrate these into the teaching/learning process
7. Identification of the community resources and the procedures for use
8. Identification of and procedures for obtaining supportive curricular materials
9. Knowledge of how to plan the integration process daily
10. Techniques of research, interviewing, discussion, simulation and role playing, learning centers, hands-on-activities
11. Knowledge of the availability of jobs relating to subject matter and places to receive further training
12. Knowledge of evaluation and testing procedures, the analysis of data collected
13. Orientation to and participation in project management system

c. Librarians, Reading and Math Project Personnel

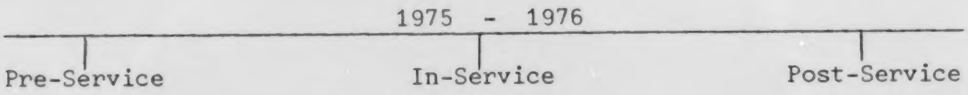
In addition to the special competencies they already had, the following special training was given:

1. Orientation to the concept of Career Education
2. Orientation to the model with special emphasis on the phase in their setting
3. Orientation to the instructional materials to be used
4. Orientation to techniques and activities relating to their role
5. Orientation to and participation in their role description as related to career program
6. Procedures for co-ordination of efforts
7. Orientation to and participation in project management system

*Individual training modules are available in the appendix that describe in detail each training session implemented. Included in each module:

objectives
operational plan
agenda
content summary
process used
evaluation
recommendations for changes
sample handouts

2. Timetable for Staff Development



a. Pre-Service

Staff development prior to the opening of school was planned for all schools.

Due to the massive transfer of staff, training plans were changed to fit each schools particular situation.

Western Jr. High School was the only school which conducted pre-service training.

b. In-Service

Training was conducted in each school throughout the year. A variety of strategies were utilized:

- released time
- faculty meetings
- departmental meetings
- planning periods
- Saturday and after school workshops
- system in-service days
- classroom demonstration teaching

Each training session was planned, monitored, and documented using the forms in the appendix. (training modules for each session can be found in the appendix)

c. Post-Service

A two week workshop was held at the close of school. (training module is in the appendix)

3. COMMENTS ON TRAINING

The key elements in training centered upon teacher understanding and expectations of "low income" students and the instructional delivery system.

The understanding of the career education concepts as well as the definition of Career Education was relatively easy to accomplish in most cases.

a. Instructional Delivery System

The integration of career concepts within the curriculum was dependent upon the delivery skills of teachers.

Instructional competencies necessary for effective teaching were key factors in program implementation.

A teacher who was experiencing classroom management problems, a lack of a variety of teaching strategies or knowledge of subject content needed help in these areas before the career concepts could be blended into the teaching/learning process.

The success of career education depends upon the instructional delivery system of the teacher. Therefore, a great deal of staff development time was spent on developing practical teacher competencies related to career education activities.

The reinforcement of teaching skills and review of subject content matter enabled teachers to grow professionally as well as integrate the career concepts into the teaching/learning process.

b. Student Expectations

Teachers expectations of low income students was a significant factor in program implementation.

The stereotype of "why bother with these students" or "they will never amount to anything" was identified early in the training.

Emphasis was placed in training sessions on teacher recognition of these stereotypes in themselves and ways of changing these expectations.

The process data collected from the teachers was shared in small group meetings. This data reflected the expectations of teachers and many indicated a realization for the first time that they held these stereotypes.

Occupational stereotyping was very evident among the teachers. An emphasis was placed on developing classroom activities that presented a cross section of jobs available.

While these efforts represented an initial start, additional staff development will be needed in the area of student expectations.

c. Knowledge of the World of Work

Teacher awareness of the world of work was a significant factor in classroom implementation and curriculum development.

The background of the teachers was very diversified as relates to previous job experience, knowledge of a variety of jobs in each cluster or where these jobs existed in their own community.

An initial effort was made to expose teachers to occupations within the clusters relating to their subject matter.

Training sessions enabled them to research from all kinds of sources what was included in a cluster, projections for the future, reading material, etc.

A pilot group of the teachers (42) participated in a two day on site work experience in their cluster. This was a joint effort between the Chamber of Commerce and the school system.

Although most felt the time period was too short, the experience was worthwhile in broadening teacher's awareness of the realistic world of various clusters.

Hopefully, this will be expanded in the coming year. The staff feels it is a prerequisite to curriculum writing and well worth the time spent in co-ordination.

d. Reinforcement and Teacher Readiness

Staff development must be planned with teacher readiness carefully assessed. The amount of training needs to be spaced throughout the year and reinforced constantly.

Our experience reflects it is better to start slowly with a brief orientation and a few practical skills such as interviewing and bulletin boards. Time allowed for teachers to implement these skills in the classroom, to gain some security in implementation, praise and reinforcement for all efforts made and then introduce curriculum infusion, learning centers, etc.

Too much at one time creates a mental block against implementing anything.

Teachers were ready to learn new skills at varying levels. Training had to be tailored to meet group needs and also some individual needs.

The second semester reflected more individualized planning and development rather than large group activity.

Emphasis was also placed on teacher demonstration of what they were successfully implementing to other teachers in their building. Not only was this reinforcing to the teacher demonstrating an activity but another variety of staff development.

C. CURRICULUM DEVELOPMENT

Career Education to be a sequential developmental program that is integrated within the curriculum while insuring the integrity of the subject matter requires an intensive curriculum development effort.

Career Education concepts while an important part of a childs' development do not represent all of a childs' development. Basic skills, aesthetic awareness, learning for learning's sake are also important.

The career concepts must be woven in a sequential manner into the curriculum in a way which as the total curriculum K-12 is examined, accomplishes the career learner outcomes as well as the instructional, social and emotional outcomes important to a childs' development.

To insure this philosophy emphasis was placed on developing curriculum supplements K-12 which kept the same instructional sequence but integrated the career concepts in a sequential way where they most naturally fit. Career units were not produced, - instructional units which followed the sequence of skills as an organizing structure were developed with career themes and learner outcomes integrated within. (sample units in the appendix)

In order to accomplish this, a clear instructional sequence in each subject area, at each grade level was needed. Clearly stated career learner outcomes at each grade level was also needed. It was then possible to design activities which meshed the two.

In addition to subject matter supplements, 3 week exploratory units were developed for the middle school exploratory period. These emphasized exploration of each cluster and several orientation units. The Kentucky State Department of Education, Practical Arts Division, assisted the program in its efforts.

The curriculum writing teams consisted of teachers, librarians, counselors, supervisors and project staff who were participating in program implementation.

The curriculum supplements were designed to give teachers a structure and an idea of how activities could be blended within the curriculum. They were not designed to be carved in stone.

The modules were included during staff training. Each teacher was provided with a supplement. Part of the training exercise was to analyze the content as to their students'needs and their own teaching style, then plan classroom leasons for their use while maintaining the instructional and career sequence.

D. COMMUNITY INVOLVEMENT

The community component of the career education program was an important part of total program implementation.

In order to utilize our community fully we established an advisory committee whose memebers represented the fifteen clusters.

Without the help of this very active committee we could not have conducted many of the program's activities.

The advisory committee was composed of 20 community members. Meetings were held monthly of the total group. Sub-committees with specific tasks often meet more than once a month. It was truly a working committee.

Advisory Committee Role:

- provide needed input, suggestions and involvment from community on the program
- to involve members of the community in all areas of the program
- to assist in developing and carrying out a community survey
- to define employability competencies and assist in planning activities
- to cooperatively plan and implement the internship program
- to plan and help implement placement program for seniors, part time employment and summer jobs
- to provide opportunities for teachers to gain awareness of the world of work

Advisory Committee Projects:

1. Community Survey - all aspects of the community as to jobs, materials, speakers, projected needs, site for internships, retired volunteers, etc.

2. Speakers Bureau - sponsored by the Louisville Jaycees. Helped in obtaining speakers from the community to be interviewed in the classrooms.

3. Placement Service - in co-operation with the Division of Manpower Services. Placement of seniors in jobs upon graduation. Part time and summer jobs for other students.

4. Internship Program - co-operatively planned student survey and pre field experiences. Assisted in locating sites for student placement.

5. Materials - assisted in securing materials from the community to be used in classroom. Free and loan materials.

6. Projection of Employment for Louisville - assisted in obtaining data that reflected area employment needs over the next 10 years. Also national data.

7. Retired Persons - assisted in planning a program to identify and involve retired persons in the community to become involved in the career education program.

2. Parent Involvement

The parents at each school were surveyed as to their willingness to be involved in the Career Education Program. (speakers, volunteers, etc.)

A master file of parents and related adults was compiled at each school to enable teachers in the school to utilize local adult models. Work roles as well as leisure time activities were included.

A significant factor in working with the low income child was to use models they saw everyday and trusted.

The co-operation received from local adults was outstanding. The staff felt both adult models as well as children benefited from the experience.

3. Community-At-Large Involvement

The overall community was most anxious to come as speakers, provide materials, field trip sites, answer tape interviews, etc.

Their frequent comment was one of gratitude that the career concepts were being included in the curriculum.

They were most anxious to be of help. In many cases the community went out of their way to provide experiences for kids that traditionally had not been done before. (Especially in the elementary area.)

We initiated a dialogue and working relationship with labor union representatives to explore the placement of non paid internships for students.

The involvement of the community was a most successful experience.

E. Dissemination

The district recognized the need for and the value of dissemination. A demonstration grant infers the responsibility of conducting dissemination activities locally, regionally and nationally.

Throughout the year we have encouraged and consistently presented activities. The following represents the dissemination goals in the proposal and the accomplishments through the school year.

Local

Goal		Accomplished
5	orientation to parent groups	8
10	presentations to the commumity	10
5	requests for materials	34
5	presentations to other school faculties	15
1	district wide career fair	1
10	observations and visitation to classrooms	8
50	newsletter	101
2	newspaper articles	9
1	TV broadcast	2
2	presentations - local professional meetings	4
6	assembly programs	12
2	copies of final report	2
1	presentation Board of Education	1
1	radio	2

Regional

10	consultant presentations	13
25	requests for materials	30
1	regional workshop - co-hose with State Dept.	1
10	observations and visitations to classrooms	24
25	newsletter	15
1	publication, state education news	1
1	article, state journal	2
2	professional conference presentations	1
2	presentations to teacher educators	1
3	final reports to state bureaus	3

National

1	publication professional journal	0
25	requests for materials	38
1	presentation at professional conference	1
10	newsletter upon requests	25

In addition to the above pre-planned activities, the following were also conducted.

- A one day workshop held in co-operation with the State Department of Education for 220 principals, supervisors and superintendents.
- Served as a site for filming community involvement in a Career Education Program fro a grant by HEW to Mr. Chris Bedford.
- The three pilot schools also involved the community 1975-76
  - a) 432 speakers
  - b) 42 interns placed
  - c) 10 shadowing experiences
  - d) 51 field trips

F. Evaluation

This section will describe the procedure used for product and process evaluation. The data collected and findings which support each objective will follow.

Project EPIC implemented the evaluation design which included a management and monitoring system that gave process and product data.

The evaluation component was designed to insure a detailed description of the projects effectiveness and replicability so as to be useful to other projects or programs for similiar educational purposes.

1. Management

a. Evaluation Design

The Career Education Program for fiscal year 1975-1976 contained program objectives and an operational plan for achieving these objectives. We established a plan for monitoring the management system using three standardized program reports.

ACTION PLAN This report was sent to the Director at the beginning of each quarter. It included the steps and anticipated completion dates for the activities for which each person was responsible. Estimates of numbers of persons to be involved, influenced, or affected were listed and outcomes in behavioral terms of "before" and "after" were included for each activity. Some activities were scheduled for the duration of the program and were recorded on the first quarterly report filed.

ACCOMPLISHMENT REPORT This report was sent to the Director at the end of each quarter. Its purpose was to indicate results achieved from the activities listed in the Action Plan filed for the quarter. If the activity was completed on time a check mark was placed in the two columns. If not, it was checked according to the status of the activity at the time the report is filed.

CHAGE REQUEST If during the quarter it was found necessary to make any changes in the Action Plan, this report was filed with the Accomplishment Report.

CODED ACTIVITIES AND ENABLING TASKS In order to implement this process, the Director established what she considered to be key activities and enabling tasks. Additional specific or detailed enabling tasks under the activities for each role were added at the staff trainers discretion. (listed in appendix)

b. Schedule of Reporting Dates

QUARTER	DATE[1]	WHAT
Fall	October 15	Action Plan
	November 28	Accomplishment Report and Change Request, if necessary
Winter	December 1	Action Plan
	January 21	Accomplishment Report and Change Request, if necessary
	March 4	Accomplishment Report and Change Request, if necessary
Spring	March 5	Action Plan
	April 23	Accomplishment Report and Change Request, if necessary
	June 4	Accomplishment Report and Change Request, if necessary
	June 25	Final Accomplishment Report and Change Request, if necessary

[1] The due date for each report was three school days after the date listed, except June 25 which was the final reporting date.

c. Data Forms

ACTION PLAN

PROGRAM: CAREER EDUCATION

PARTICIPANT NAME: ____________________

ACTIVITY CODE: ____________________

LOCATION NUMBER: ____________________

SCHOOL YEAR: 1976 - 1977

PARTICIPANT FUNCTION IN PROGRAM: ____________________

DURATION OF THIS ACTIVITY ___/___/___ TO ___/___/___
MO. DAY YEAR MO. DAY YEAR

ACTIVITY DESCRIPTION SPECIFY: (A) THE ACTIVITY YOU ARE PLANNING (B) IN SEQUENCE, EACH INTERMEDIATE TASK OR STEP IN THE ACTIVITY	ENDING DATE	WHOM DO YOU PLAN TO INVOLVE, INFLUENCE OR AFFECT	DESCRIPTION OF DESIRED OUTCOME SPECIFY IN TERMS OF "BEFORE" AND "AFTER", BEHAVIORAL CHANGES TO BE BROUGHT ABOUT BY THE ACTIVITY

ACCOMPLISHMENT REPORT

PROGRAM: ______________________________

PARTICIPANT NAME: ______________________

ACTIVITY CODE: _________________________

LOCATION NUMBER: _______________________

SCHOOL YEAR: 19__ - 19__

PARTICIPANT FUNCTION IN PROGRAM: __________________

PERIOD COVERED IN THIS REPORT: ___/___/___ TO ___/___/___
MO. DAY YEAR MO. DAY YEAR

*ACTIVITY DESCRIPTION SPECIFY: (A) THE ACTIVITY YOU CONDUCTED (B) IN SEQUENCE, EACH INTERMEDIATE TASK OR STEPS IN THE ACTIVITY	COMPLETED	ON TIME	WHOM DID YOU INVOLVE, INFLUENCE OR AFFECT	DESCRIPTION OF OUTCOME SPECIFY IN TERMS OF "BEFORE" AND "AFTER" BEHAVIORAL CHANGES THAT RESULTED FROM THIS ACTIVITY

*YOU MAY OMIT THIS COLUMN IF YOU CODED AND DESCRIBED THE SAME ACTIVITY ON AN ACTION PLAN FORM

PROGRAM: ____________________

PARTICIPANT NAME: ____________________

ACTIVITY CODE: ____________________

LOCATION NUMBER: ____________________

SCHOOL YEAR: 19__ - 19__

PARTICIPANT FUNCTION IN PROGRAM: ____________________

DURATION OF THIS ACTIVITY: __/__/__ TO __/__/__

MO. DAY YEAR MO. DAY YEAR

CHANGE REQUEST FOR ACTION PLAN FILED

SPECIFY CHANGES IN YOUR ACTIVITY SINCE FILING LAST ACTION PLAN REPORT AND REASON FOR SUCH CHANGE	ENDING DATE	WHOM DO YOU PLAN TO INVOLVE, INFLUENCE OR AFFECT	DESCRIPTION OF DESIRED OUTCOME SPECIFY IN TERMS OF "BEFORE" AND "AFTER", BEHAVIROAL CHANGES TO BE BROUGHT ABOUT IN THE ACTIVITY

d. Activities

Copies of the completed action plans, accomplishment reports and change sheets can be found in the appendix.

e. Analysis

Although a very detailed process, the planning activities were invaluable in program implementation.

The staff examined the total picture periodically and also planed from specific objectives and tasks.

The staff could easily see where more attention needed to be directed to have a comprehensive program.

This monitoring system utilized in co-operation with the teacher monitoring system enabled planning to be flexible and geared specifically to program needs without losing sight of the total programs objectives.

2. Process Monitoring

The process monitoring provided data to support the management system. Teachers, principals, counsleors, students and parents participated in providing feedback on the program.

a. Data Collection Schedule

Data was collected on a quarterly basis, analyzed and used in planning the next quarters action plan.

SCHEDULE OF EVALUATION-RELATED ACTIVITIES FOR CAREER EDUCATION

1975-1976

Accomplishment Reports due for end of first quarter	December 2, 1975	Director, Staff Trainers
Observation of teachers (40% Western, 40% Central, 100% Breckinridge)	December 2-8, 1975	Evaluators
Action Plans due for second quarter	December 5, 1975	Director, Staff Trainers
Questionnaires sent to all teachers in Career Education schools	December 10, 1975	Evaluators
Questionnaires due	December 18, 1975	Teachers
Summary report of teachers observations due to Director	December 31, 1975	Evaluators
Summary report of teachers questionnaires due to Director	January 13, 1976	Evaluators
Observation of teachers	January 21-27, 1976	Evaluators
Accomplishment Reports due for middle of second quarter	January 26, 1976	
Questionnaires sent to all teachers in Career Education schools	February 2, 1976	Evaluators
Questionnaires due	February 12, 1976	Teachers
Summary report of teachers observation due to Director	February 17, 1976	Evaluators
Interview of teachers (40% Western, 40% Central, 100% Breckinridge)	February 26, 1976 March 3, 1976	Evaluators
Summary report of teachers questionnaires due to Director	March 4, 1976	Evaluators
Accomplishment Reports due for end of second quarter	March 8, 1976	Director, Staff Trainers
Action Plans due for third quarter	March 11, 1976	Director, Staff Trainers

Schedule (con't)

Questionnaires sent to sample of parents	March 12, 1976	Evaluators
Summary of teachers interviews due to Director	March 25, 1976	Evaluators
Questionnaires from parents due	March 26, 1976	Parents
Summary report of parents questionnaires due to Director	April 16, 1976	Evaluators
Accomplishment Reports due for middle of third quarter	April 23, 1976	Director, Staff Trainers
Interview student sample	May 3-7, 1976	Evaluators
Summary report of student interviews due to Director	June 8, 1976	Evaluators
Accomplishment Reports due for end of third quarter (final)	June 9, 1976	Director, Staff Trainers
Final summary report due to Director	June 21, 1976	Evaluators

b. Instrumentation

Surveys, questionnaires, personal interviewes and on site observations were utilized to collect data. (copies in the appendix)

c. Comments

The data received was invaluable in planning program activities.

The staff was very much aware of attitudes, additional training, people's perception of completed task, etc. Comments whether positive or negative were reinforcing.

Implementation strategies could be designed on the basis of data received to meet the schools needs. The data helped to explain success and failure and suggested revisions of procedures.

This component enabled the project staff to implement the program effectively.

3. Product Evaluation

The determination of the programs effectiveness and degree of success in meeting its terminal objectives is reflected in the measurement of student outcomes.

a. Testing Design

The goal areas to be measured were the areas in the HEW Evaluation Handbook. These goal areas were further broken down into student objectives. Performance level criteria were defined to measure accomplishments.

STUDENT GOAL AREAS

	Basic Skills	Knowledge of work	Attitude toward relevance of school	Interest and values	Self Awareness	Decision making skills	Work Habits	Job Hunting & Job Seeking skills	Placement
K		P	S 30	S 30	S 30		S 30		
1		P	S 30	S 30	S 30		S 30		
2	P	P	S 30	S 30	S 30		S 30		
3	P	P	S 30	S 30	S 30	S 30	S 30		
4	P	P	S 30	S 30	S 30		S 30		
5	P	P	S 30	S 30	S 30		S 30		
6	P	P	S 30	S 30	S 30	S 30	S 30		
7	P	P	S 90	S 90	S 90		S 90		
8	P	P	S 90	S 90	S 90	S 90	S 90	S 90	
9	P	P	S 90	S 90	S 90		S 90	S 90	
10	P	P	S 90	S 90	S 90		S 90	S 90	
11	P	P	S 90	S 90	S 90	S 90	S 90	P	
12	P	P	S 90	S 90	S 90	S 90	S 90	P	P

* S - Random Sampling (# in sampling)
P - Population

b. Instrumentation

After a careful analysis of the instruments available the staff chose those instruments which best measured the student outcomes as stated in the objectives.

Instrumentation presented a problem for the staff. The staff feels very strongly that adequate instrumentation to measure career education learner outcomes is not available at the present time.

Basic Skills
    Standford Achievement Test

Knowledge of Work
    Minnesota Interest Inventory
    Assessment of Career Development
    Career Maturity Inventory

Interest and Values
    Career Values, Education Achievement Inventory
    Career Maturity Inventory

Self-Awareness
    Career Maturity Inventory
    Career Values, Self Image
    Career Values, Performance

Decision Making Skills
    Career Maturity Inventory
    Assessment of Career Development

Work Habits
    Staff designed instrument

School Relevance
    Staff designed instrument

Job Hunting - Job Seeking Skills
    Assessment of Career Development

Placement
    Job placement

c. Comments

This is one of the most difficult areas to measure due to the lack of adequate normed instrumentation that relate specifically to the learner outcome.

There exists a definite need for test development to measure the learner outcome area.

A difficulty also encountered by our staff was the vast amount of student reassignments in the desegregated school district to comply with federal guidelines.

A pre test situation was virtually impossible. Performance level estimates were more realistic in measuring accomplishments.

V Evaluation Outcomes

Introduction

The final evaluation report for the 1975-76 EPIC Project is divided into two parts.

Section one deals with learner outcomes; each outcome is operationally defined and summary data is presented which can be compared to the criterion stated on a school by grade basis.

Section two presents process evaluation data related to the goals of the project established in the operational plan. For each goal area there is summary data provided from several of the questionnaires, interviews, or observations which were conducted. In addition, the Management Information System is described which was used to document the tasks and activities of project staff.

An evaluation Appendix contains more complete information from both the product and process evaluation sections. A school profile is included for each school in the project. This profile provides a frequency distribution for each of the several scales administered at each school and provides more complete documentation for the learner outcome data presented in the product evaluation section.

Complete reports of observations, interviews, and questionnaires with pre/post comparisons when appropriate are also included in the Appendix. In addition, a copy of the third quarter Management Information System Report is included. This provides a sample of the documentation system for planning and implementation of the tasks and activities of project staff.

Finally, there are copies of all non-standardized instruments included in the Appendix.

71

SUMMARY OF PRODUCT EVALUATION

Surveys and tests given to Career Education students were used to assess the accomplishment of six general groups of objectives, each group usually consisting of objectives for grades K-6 of Breckinridge Elementary, grades 7-9 of Western Junior High, and grades 10-12 of Central High School. For each objective group, the performance objective was operationally defined for each sub-objective or particular test.

A brief description by objective-group follows:

I. Knowledge of Occupations/Job Clusters

The criterion was for 51% of the students taking a given test to answer correctly (or favorably, as on ACD) at least 60% of the test items. The report demonstrates that elementary students in grades one through six reached criterion on the MCQ, and the 10th and 11th graders on the CMI. Attachment 1 presents tables extracted from the ACD on which the 7th and 8th graders appeared to fall short of the criterion in the area of Occupational Characteristics (Table 10) and 7th, 8th and 9th graders did not reach criterion on Occupational Preparation Requirements (Table 11). All other response totals from Tables 12 and 15 appear to meet the criterion for grades seven and eight on the ACD in the area of "Knowledge of Job Clusters." All response totals from Tables 10, 11, 12, and 15 are at or above criterion for grades 9-12.

II. Knowledge of Career Concepts

On the "Post-Course Test, Valuing Approaches Toward Career Education," given to grades K-6, Kindergarten and grades one and two surpassed the criterion of at least 65% answering at least 60% of the items correctly. Grades seven and eight did not meet the criterion, although came close to doing so on the second of three sets of instruments. Grades 10 and 11 easily met their criterion, with all students having a mean greater than 4.0 on all items.

III. Decision-making Skills

Data from the ACD for grades 7-12 would indicate that the criterion for: confidence in job choice ("very sure" or "fairly sure" on Table 3); confidence in the job's ability to meet life goals (Item 35); one's own capacity for adapting to the job (Item 37); and whether the "job future" was "bright" (Item 38), have been met. There was greater uncertainty about bases of job selection (Item 33), proper education (Item 34), and specific steps prior to and during job entry (Item 36). It would appear that responses to Item 38, on overall index of job confidence, indicate a realtively successful achievement of this criterion.

The 10th and 11th grades met the criterion on two of the three subscales of the CMI. Elementary students were not tested on this area.

IV. Improved Self-Concept

As no pre-test data was available, the criterion here was interpreted to mean a "positive" self-concept. Operationally, this was defined to be a score which exceeded 4.0 on a seven point scale. There was no self-concept instrument data for grades K-6. On the "Post Course Self-Image Inventory," given to grade nine, the pattern of responses clearly indicated that more than 51% of the youngsters gave positive responses to each item. On a similar scale of the CMI, and on the "Post-Course Performance Profile," grades 10 and 11 also surpassed the criterion.

V. Career Planning

At least one grade level met the criterion on 3 items in this 9-item category. Grades 9, 10, and 11 met it on Item 3; grades 10 and 11 on Item 4; and grade 1 on Item 15. None of grades 7-12 met the criterion on Items 12, 13, 22, 24, 28, or 29 of Table 1.

73

VI. School As Preparation

All grade levels surpassed the (criterion) mean score of 60% on corresponding forms of the "Attitude Toward Relevance of School" instrument.

VII. Identifying Desirable Work Habits

The "Work Habits" test, given to grades 7-11 had a mean of 91% correct in grades 7-9, and 94.5% in grades 10 and 11, easily meeting the criterion of 60% as a mean for all students tested.

BJECTIVE	GRADES	TEST FORM	CRITERIA	GRADES THIS FORM	TESTED N	OUTCOMES FOR OBJECTIVE
1. Children at each grade level will be able to demonstrate a knowledge of a wide-range of occupations appropriate to grade level. A minimum level of acceptable performance will be that 51% of the children will score at least 60% on a written test by May 1976.	K-6	Minnesota Cognitive Questionnaire for Career Education	51% of students will answer at least 60% of questions correctly	K	29	8 students (27%) got at least 26 correct answers out of 44 See pp. B-1, B-2
				1-3	249	150 students (60.2%) got at least 26 correct answers out of 44 See pp. B-3, B-4
				4-6	240	122 students (50.8%) got at least 32 correct answers out of 44 See pp. B-5, B-6
1. Children at each grade level will be able to demonstrate a more detailed knowledge of the job clusters explored. A minimum level of acceptable performance will be that 51% of the children will score 60% on a written test by May 1976.	7-12	ACD	51% of the students will indicate a correct or favorable response on at least 60% of the items on Occupational Characteristics, Requirements, Exploratory Experiences, and Exploratory as related to Occupational Clusters			(See Attachment 1)
1. Children at each grade level will be able to demonstrate a more detailed knowledge of the job cluster explored. A minimum level of acceptable performance will be that 51% of the children will score 60% on a written test by May 1976.	10-11	CMI	51% of students will answer at least 60% of items correctly in "Knowing About Jobs" scale of CMI	10-11	600	448 students (74.7%) correctly answered at least 12 items on the 20-item scale "Knowing About Jobs" See pp. C-13

BJECTIVE	GRADES	TEST FORM	CRITERIA	GRADES THIS FORM	TESTED N	OUTCOMES FOR OBJECTIVE
2. The students at each grade level will be able to demonstrate a knowledge of career concepts appropriate to grade level. A minimum level of acceptable performance will be that 65% will pass on a pass/fail basis by May 1976.	K-6	Valuing, Post-Course Test	At least 60% of the items will each be answered correctly by at least 65% of the students	K-2	61	The total number of correct responses for each of 13 of the 14 items was at least 34 See p. B-7
		Valuing, Post-Course Test	65% of the students will answer correctly on at least 60% of the items	3-5	67	24 students (35.8) answered at least 22 items correctly out of 36 See p. B-8
		Valuing, Post-Course Test, Set 1	Same	6	20	11 students (55.0%) answered at least 7 items correctly out of 12 See p. B-10
2. Students at each grade level will be able to demonstrate a knowledge of career concepts appropriate to grade level. A minimum level of acceptable performance will be that 65% will pass on test by May 1976.	7-9	Valuing, Post-Course Test, Set 1	Same	7-8	63	16 students (25.4%) answered at least 7 items correctly out of 12 See P. W-9
		Valuing, Post-Course Test, Set 2	Same	7-8	46	29 students (63.0%) answered at least 7 items correctly out of 12 See p. W-10
		Valuing, Post-Course Test, Set 3	Same	7-8	80	34 students (42.5%) answered at least 7 items correctly out of 12 See p. W-11

BJECTIVE	GRADES	TEST FORM	CRITERIA	GRADES THIS FORM	TESTED N	OUTCOMES FOR OBJECTIVE
. Students at each grade evel will be able to demon- strate a knowledge of career oncepts appropriate to grade evel. A minimum level of cceptable performance will e that 65% will pass a test y May 1976.	10-11	Post-Course Performance Profile	The mean of at least 65% of the students' responses to at least 60% of the items will be greater than 4.0 on a scale from 1.0 (low) to 7.0 (high)	10-11	94	On a scale from 1.0 (low) to 7.0 (high), the mean of all students' responses was greater than 4.0 on 100% of the items. The mean of the entire target group for the entire test was 5.08 See p. C-14

BJECTIVE	GRADES	TEST FORM	CRITERIA	GRADES THIS FORM	TESTED N	OUTCOMES FOR OBJECTIVE
. Students at grade level ill be able to apply the ecision-making skills. A inimum level of acceptance erformance will be that 51% ill pass a test by May 1976. lso can compare with last ear's systemwide test.	7-12	ACD	51% of the students will choose the most positive responses on items in Tables three and seven, after indicating a job preference in Table 2	(See Attachments 2 and 3)		
. Students will be able to pply the decision-making kills. A minimum level of cceptable performance will e that 51% will pass a test y May 1976.	10-11	CMI	51% of the students will answer correctly on 60% of the items on each of scales three, four and five, of the CMI	10-11	600	352 students (58.7%) answered at least 12 items correctly out of 20 on the "Choosing A Job" scale See p. C-15
						332 students (55.3%) answered at least 12 items correctly out of 20 on the "Looking Ahead" scale See p. C-16
						201 students (33.5%) answered at least 12 items correctly out of 20 on the "What Should They Do" scale See p. C-17

OBJECTIVE	GRADES	TEST FORM	CRITERIA	GRADES THIS FORM	TESTED N	OUTCOMES FOR OBJECTIVE
. Students at each grade evel will have developed positive self-concept.	7-9	Post-Course Self-Image Inventory	The mean of responses on a self-concept instrument will be greater than 4.0 on scale from 1.0 (low to 7.0 (high)	9	58	It is apparent from the distribution of responses per item that the objective was met by upper grades 7-11.
. Students at each grade evel will have developed n improved self-concept.	10-11	Post-Course Self-Image Inventory	Same	10-11	97	See p. W-18 for grade 9
		Post-Course Performance Profile	Same	10-11	94	See p. C-18 for grades 10-11
		CMI	At least 51% of the students will answer more than half of the items correctly in "Knowing Yourself" scale of CMI	10-11	600	455 students (75.8%), answered 11 or more items correctly out of 20 on "Knowing Yourself" scale See p. C-19
. Students at each grade evel will have developed n improved self-concept.	K-6					No evaluation

BJECTIVE	GRADES	TEST FORM	CRITERIA	GRADES THIS FORM	TESTED N	OUTCOMES FOR OBJECTIVE
. Students at each grade evel will have developed an mproved knowledge of the orld of work, their interests and assessment of heir own capabilities. minimum level of cceptable performance ill be that 70% of the tudents will have passed test by May 1976.	7-12	ACD	70% of the students will answer correctly at least 60% of the items on Table 1. Supportive data from items in Tables 8 and 9 will be appended			(See Attachments 4, 5, and 6)
. Students at each grade evel would be able to ormalize the next step in is career lattice by electing the elective ourses which are approriate life plan. A inimum level of acceptble performance will be hat 70% of the students ill pass a test by May 976.						
. Students at each grade evel would be able to ormalize the next step in is career lattice by electing the elective ourses which are approriate life plan. A inimum level of acceptble performance will be hat 70% of the students ill pass a test by ay 1976.	10-11	CMI	70% of the students will answer correctly at least 60% of the items on scales 3, 4, and 5	10-11	600	352 students (58.7%) answered at least 12 items correctly out of 20 on "Choosing A Job" scale of CMI See p. C-13 332 students (55.3%) answered at least 12 items correctly out of 20 on "Looking Ahead" scale of CMI See p. C-14

BJECTIVE	GRADES	TEST FORM	CRITERIA	GRADES THIS FORM	TESTED N	OUTCOMES FOR OBJECTIVE
----------------------continuation------------------						201 students (33.5%) answered at least 12 items correctly out of 20 on "What Should They Do" scale of CMI See p. C-15
. Students at each grade evel will prefer jobs hich are congruent with heir interests and nowledge of available ccupations.	K-6					No evaluation
. Students at 9th grade evel would be able to hoose an appropriate 0th grade program to eet their tentative ife plan. A minimum evel of acceptable erformance will be that 0% of the students ake an appropriate choice y May 1976	7-9			9		No evaluation

BJECTIVE	GRADES	TEST FORM	CRITERIA	GRADES THIS FORM	TESTED N	OUTCOMES FOR OBJECTIVE
. Students at each grade evel will be able to ppreciate their education s being useful for a career s evidenced by an actual ean grade equivalent score f at least three months bove predicted grade quivalent on achievement ests.	K-11	Attitude Toward Relevance of School	The mean score will exceed 60% for all students tested	K-3	87	Mean total of all scores was 86.1% See pp. B-11, B-12, B-13
				4-6	70	Mean total of all scores was 80.0% See p. B-14
. Students at each grade evel would be able to djudge their education as eing a meaningful preparaion for life. A minimum evel of acceptable perormance will be that for 1% of the classes at each rade level the actual mean rade equivalent scores will xceed the predicted mean rade equivalent scores.	10-12			7-9	190	Mean total of all scores was 89.0% See pp. W-23, W-24
				10-11	98	Mean total of all scores was 92.0% See pp. C-24, C-25
. Students at each grade evel will be able to ssociate their education s being a meaningful prearation for life. A inimum level of acceptable erformance will be 51% f the classes exceeding redicted mean grade quivalents by three onths on the achievement est.						

BJECTIVE	GRADES	TEST FORM	CRITERIA	GRADES THIS FORM	TESTED N	OUTCOMES FOR OBJECTIVE
tudents will be able to dentify desirable work habits	7-11	Work Habits	The mean score will exceed 60% for all students tested	7-9	187	Mean total of all scores was 91% See pp. W-25, W-26, W-27
				10-11	74	Mean total of all scores was 94.5% See pp. C-26, C-27

ATTACHMENT #1

PERCENTAGES OF STUDENTS ACHIEVING THE OBJECTIVE ON KNOWLEDGE OF JOB CLUSTERS (MINIMUM NUMBER RIGHT/NUMBER OF ITEMS)

GRADE		(22/54) TABLE 10 OCCUPATIONAL CHARACTERISTICS	(10/18) TABLE 11 OCCUPATIONAL PREPARATION REQUIREMENTS	(1.7/3.0) TABLE 12 EXPLORATORY OCCUPATIONAL EXPERIENCES	(1.6/3.0) TABLE 15 EXPLORATORY OCCUPATIONAL EXPERIENCES RELATED TO OCCUPATIONAL CLUSTERS					
7 -	%	36	17	77	81	72	66	70	64	80
	N	258	254	225	227	227	227	225	227	228
8 -	%	47	24	76	85	77	69	74	66	78
	N	253	250	218	219	219	219	218	219	219
9 -	%	72	45	71	85	73	64	71	59	79
	N	249	248	175	175	175	175	175	176	175
10 -	%	93	78	68	80	71	68	63	62	79
	N	348	347	297	297	297	297	297	298	298
11 -	%	86	77	83	81	81	80	75	74	85
	N	259	257	185	185	185	185	185	185	185
12 -	%	86	59	83	84	81	86	75	75	87
	N	172	172	125	126	125	124	125	126	126

Percentages on Attachment #1 correspond to the proportion of children, by grade level, answering at least 60% of the items within each table correctly or favorably (i.e., achieving the objective).

Grades 10 through 12 met the criterion on all topics in connection with this objective. Grade 9 reached the criterion on all topics except Table 11, Occupational Preparation Requirements. Grades 7 and 8 both failed to meet the objective on Tables 10 and 11, but did meet it on the seven topics covered in Tables 12 and 15.

For raw data, see pp.:		
	W-1, W-1, W-3	for grade 7
	W-4, W-5, W-6	for grade 8
	W-7, W-8	for grade 9
	C-1, C-2	for grade 10
	C-3, C-4	for grade 11
	C-5, C-6	for grade 12

ATTACHMENT #2

PERCENTAGES OF STUDENTS INDICATING CERTAIN OCCUPATIONAL PREFERENCES

TABLE 2

			7		8		9		10		11		12	
			(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
BUSINESS SALES AND MANAGEMENT	A	PROMOTION & DIRECT CONTACT SALES	3	2	5	4	2	3	3	4	1	6	10	2
	B	MANAGEMENT & PLANNING	5	5	4	3	4	2	5	5	6	7	3	6
	C	RETAIL SALES & SERVICES	3	3	3	2	0	2	1	2	1	3	4	6
BUSINESS OPERATIONS	D	CLERICAL & SECRETARIAL WORK	4	6	7	3	12	6	8	6	6	4	11	8
	E	PAYING, RECEIVING, & BOOKKEEPING	3	3	3	4	3	3	5	3	4	3	7	8
	F	OFFICE MACHINE OPERATION	2	2	2	3	1	3	3	2	2	3	6	11
	G	STORAGE, DISPATCHING, & DELIVERY	3	2	2	2	2	0	2	1	1	1	2	2
TECHNOLOGIES AND TRADE	H	HUMAN SERVICES CRAFTS	1	4	3	3	2	4	2	4	1	3	1	4
	I	REPAIR, SERVICE HOME/OFFICE EQUIP	1	1	3	2	2	3	1	2	1	1	1	2
	J	GROWING-CARING FOR PLANTS/ANIMALS	3	1	4	6	4	8	5	5	6	5	2	3
	K	CONSTRUCTION & MAINTENANCE	4	4	6	5	7	5	3	4	3	3	8	5
	L	TRANSPORT EQUIPMENT OPERATION	3	5	5	6	2	3	1	1	1	1	1	1
	M	MACHINE OPERATION, SERVICE, REPAIR	7	6	8	6	4	5	7	6	2	3	5	5
	N	ENGINEERING, APPLIED TECHNOLOGIES	4	2	3	3	4	5	5	7	6	4	1	6
NATURAL, SOCIAL AND MEDICAL SCIENCES	O	NATURAL SCIENCES & MATHEMATICS	2	2	1	0	1	3	5	3	5	5	2	1
	P	MEDICINE & MEDICAL TECHNOLOGIES	7	5	4	4	7	5	9	7	14	9	4	3
	Q	SOCIAL SCIENCES & LEGAL SERVICES	3	2	4	3	3	3	5	4	6	9	2	1
CREATIVE AND APPLIED ARTS	R	CREATIVE ARTS	4	6	4	6	3	5	4	6	3	2	4	5
	S	APPLIED ARTS (VERBAL)	2	1	3	1	0	0	1	3	2	2	0	0
	T	APPLIED ARTS (VISUAL)	1	1	4	4	4	5	7	6	5	7	5	1
	U	POPULAR ENTERTAINMENT	1	3	1	1	3	1	2	1	2	4	1	3
SOCIAL, HEALTH, AND PERSONAL SERVICES	V	EDUCATION & SOCIAL SERVICES	9	9	6	5	9	9	6	7	8	7	6	8
	W	NURSING & HUMAN CARE	14	9	10	6	8	8	7	5	7	6	8	6
	X	PERSONAL & HOUSEHOLD SERVICES	2	3	3	6	3	2	2	1	2	2	1	1
	Y	LAW ENFORCING/PROTECTIVE SERVICES	10	11	4	9	10	7	2	4	2	2	3	5
	N		237	229	235	232	227	224	303	296	204	211	136	133

ATTACHMENT #3

PERCENTAGES OF STUDENTS INDICATING CERTAINTY OF OCCUPATIONAL PREFERENCES (TABLE 3) AND RESULTS OF SELF-EVALUATION OF CAREER PLANNING (TABLE 7)

TABLE 3. CERTAINTY OF JOB PREFERENCES

GRADE		7	8	9	10	11	12
HOW SURE ARE YOU THAT YOUR FIRST JOB CHOICE WILL BE THE SAME IN A YEAR?	A. VERY SURE	41	37	41	30	36	55
	B. FAIRLY SURE	36	45	41	49	42	36
	C. NOT SURE AT ALL	23	17	18	21	22	8

TABLE 7. SELF-EVALUATION OF CAREER PLANNING

GRADE		7	8	9	10	11	12
ITEM 33							
HAVE YOU GIVEN MUCH THOUGHT AS TO WHY YOUR 1ST TWO JOB CHOICES ARE RIGHT FOR YOU?	A. A LITTLE	28	24	26	20	19	23
	B. SOME	39	39	33	36	36	41
	C. A LOT	33	37	41	44	45	36
ITEM 34							
IS THE AMOUNT OF EDUCATION YOU ARE PLANNING IN LINE WITH WHAT IS NEEDED FOR THE JOBS?	A. YES	41	38	43	56	57	53
	B. NOT SURE	43	45	41	35	27	32
	C. PROBABLY NOT	15	17	16	10	15	15
ITEM 35							
WILL THE TWO JOBS HELP YOU OBTAIN WHAT YOU WANT OUT OF LIFE?	A. YES	49	52	56	60	61	55
	B. NOT SURE	34	33	33	32	30	34
	C. PROBABLY NOT	17	14	11	8	10	11
ITEM 36							
HOW SURE ARE YOU OF STEPS TO PREPARE FOR AND ENTER EACH OF THE TWO JOBS?	A. DO NOT KNOW WHERE TO BEGIN	28	25	18	16	14	9
	B. HAVE SOME IDEA	40	40	48	44	42	40
	C. STEPS PRETTY CLEAR	20	19	22	29	28	34
	D. STEPS QUITE CLEAR	13	16	12	12	17	18
ITEM 37							
DO YOU FEEL YOU WILL BE ABLE TO COMPLETE THE NECESSARY STEPS FOR AT LEAST ONE OF THE JOBS?	A. YES	48	51	65	73	69	59
	B. NOT SURE	37	36	28	22	22	30
	C. PROBABLY NOT	15	13	8	5	9	11

TABLES 3 AND 7 CONTINUED

GRADE		*7*	*8*	*9*	*10*	*11*	*12*
ITEM 38							
WOULD YOU SAY THAT YOUR JOB FUTURE IS ---	*A. BRIGHT?*	*52*	*50*	*55*	*60*	*51*	*45*
	B. DARK?	*22*	*23*	*12*	*4*	*12*	*19*
	C. UNCERTAIN?	*26*	*27*	*32*	*35*	*37*	*36*
	N	*249.3*	*229.7*	*236.1*	*321.7*	*220.3*	*159.9*

After indicating first and second job preferences (condensed on Table 2) students then were asked to indicate their degree of certainty of job preferances on Table 3. Favorable responses (totals of responses A and B) ranged from 77% (grade 7) to 91% (grade 12).

In Table 7, "Self-Evaluation of Career Planning," Grades 7 through 12 met the criterion on items on confidence in the job's ability to meet life goals (Item 35); one's own capacity for adapting to the job (Item 37); and Item 38, an overall index of job confidence, whether the "job's future" was "bright." The items on job selection (Item 33), proper education (Item 34), and specific steps prior to and during job entry (Item 36) elicited less favorable responses, failing to meet the criterion.

For raw data, see pp.:		
	W-12, W-13	for grade 7
	W-14, W-15	for grade 8
	W-16, W-17	for grade 9
	C-7, C-8	for grade 10
	C-9, C-10	for grade 11
	C-11, C-12	for grade 12

ATTACHMENT #4

PERCENTAGE OF STUDENTS GIVING CORRECT ANSWERS TO THE CAREER PLANNING KNOWLEDGE SECTION OF ACD (TABLE 1)

TABLE 1

GRADE	*7*	*8*	*9*	*10*	*11*	*12*
ITEM 3 *MOST PEOPLE DO NOT NEED TO BEGIN CAREER PLANNING UNTIL THEIR FINAL YEAR IN HIGH SCHOOL.*	*62*	*67*	*70*	*83*	*72*	*69*
ITEM 4 *THERE IS ONLY ONE RIGHT JOB FOR A PERSON IN TERMS OF HIS ABILITIES*	*48*	*60*	*62*	*83*	*83*	*53*
ITEM 12 *LESS THAN ONE-THIRD OF ALL JOB OPENINGS REQUIRE A COLLEGE DEGREE.*	*57*	*59*	*58*	*44*	*41*	*60*
ITEM 13 *THE ENGLISH AND MATH SKILLS OF FRESHMEN ARE ABOUT THE SAME FROM ONE COLLEGE TO ANOTHER.*	*51*	*53*	*59*	*56*	*55*	*44*
ITEM 15 *FEW WOMEN WORK OUTSIDE OF THE HOME AFTER MARRIAGE.*	*44*	*47*	*51*	*66*	*73*	*56*
ITEM 22 *THE TYPICAL MAN WILL HOLD MORE THAN FOUR DIFFERENT JOBS DURING HIS LIFETIME.*	*56*	*55*	*60*	*62*	*60*	*68*
ITEM 24 *MOST IMPORTANT TO CONSIDER WHEN ASKING--WHAT IS MOST IMPORTANT FOR ME IN A JOB?--*	*16*	*23*	*32*	*37*	*35*	*30*
ITEM 28 *WHICH ONE OF THE FOLLOWING IS THE BEST WAY TO BEGIN CAREER PLANNING?*	*32*	*40*	*48*	*57*	*53*	*39*

TABLE 1 CONTINUED

GRADE	*7*	*8*	*9*	*10*	*11*	*12*
ITEM 29 *THE OCCUPATIONAL OUTLOOK HANDBOOK GIVES INFORMATION ABOUT THE FOLLOWING EXCEPT--*	*29*	*34*	*39*	*60*	*63*	*40*
N	*231.55*	*229.00*	*211.56*	*309.89*	*205.67*	*147.11*

The criterion was met on 3 of the 9 items on Table 1 by at least one grade level. Grades 9, 10, and 11 met it on Item 3; Grades 10 and 11 on Item 4; and Grade 11 on Item 15.

A mean of 3.78 grades, or 63% of the grades answered correctly for the entire table.

ATTACHMENT # 5

PERCENTAGES OF STUDENTS RESPONDING "PERCEIVED NEEDS FOR HELP"

TABLE 8

GRADE	7	8	9	10	11	12
46. IMPROVING STUDY SKILLS	66	71	73	68	59	72
47. IMPROVING READING SKILLS	64	65	65	55	47	71
48. IMPROVING MATH SKILLS	70	70	70	66	55	66
49. CHOOSING COURSES	42	55	56	63	57	59
50. DISCUSSING PERSONAL CONCERNS	54	49	46	28	30	54
51. DISCUSSING HEALTH PROBLEMS	47	47	41	20	25	45
52. MAKING CAREER PLANS	63	68	61	71	71	75
53. OBTAINING MONEY FOR EDUCATION	51	64	62	54	56	71
54. FINDING AFTER-SCHOOL OR SUMMER WORK	69	70	74	72	61	76
N (STUDY SKILLS ITEM)	240	219	231	320	217	156

PERCENTAGE OF REACTIONS TO CAREER GUIDANCE EXPERIENCES

TABLE 9

GRADE		7	8	9	10	11	12
ITEM 39 FILE OF JOB DESCRIPTIONS, PAMPHLETS, OR BOOKS ON JOBS.	A. HELP NOT USED NOT PROVIDED	29	23	24	36	32	21
	B. OF LITTLE HELP	31	24	28	28	28	30
	C. OF SOME HELP	23	29	31	30	27	33
	D. A LOT OF HELP	16	24	17	7	13	15
ITEM 40 FILMS ON JOBS, TALKS BY WORKERS, CAREER DAYS, TOURS.	A. HELP NOT USED, NOT PROVIDED	24	20	24	37	28	24
	B. OF LITTLE HELP	26	30	27	28	29	27
	C. OF SOME HELP	30	27	32	24	25	28
	D. A LOT OF HELP	20	22	18	11	18	21
ITEM 41 CLASS DISCUSSION BY TEACHERS OF JOBS RELATED TO SUBJECTS.	A. HELP NOT USED, NOT PROVIDED	31	16	21	31	30	21
	B. OF LITTLE HELP	27	26	26	31	33	24
	C. OF SOME HELP	27	37	34	27	27	32
	D. A LOT OF HELP	16	22	19	11	10	23
ITEM 42 DISCUSSION WITH COUNSELOR OF EDUCATION AND JOB PLANS AFTER HIGH SCHOOL.	A. HELP NOT USED, NOT PROVIDED	35	43	38	53	28	24
	B. OF LITTLE HELP	23	25	21	17	27	27
	C. OF SOME HELP	23	17	23	19	30	33
	D. A LOT OF HELP	19	15	18	11	15	15
ITEM 43 MEETINGS WITH SMALL GROUPS TO DISCUSS WHAT WE WANT FROM JOB, EDUCATION PLANS, ETC.	A. HELP NOT USED, NOT PROVIDED	27	25	37	54	45	24
	B. OF LITTLE HELP	33	30	19	20	24	27
	C. OF SOME HELP	20	28	26	18	20	35
	D. A LOT OF HELP	20	17	18	8	11	15

TABLE 3 CONTINUED

GRADE		7	8	9	10	11	12
ITEM 44 OVERALL, HOW MUCH HELP HAS YOUR SCHOOL GIVEN YOU?	A. HELP NOT USED, NOT PROVIDED	19	12	16	23	24	13
	B. OF LITTLE HELP	29	22	24	36	32	35
	C. OF SOME HELP	29	39	36	32	33	36
	D. A LOT OF HELP	25	27	24	9	11	16
ITEM 45 DO YOU FEEL YOU CAN SEE A COUNSELOR WHEN YOU WANT TO OR NEED TO?	A. HARDLY EVER	29	22	20	12	15	27
	B. USUALLY	28	41	33	39	43	33
	C. ALMOST ALWAYS	26	24	34	45	36	32
	D. DO NOT HAVE A COUNSELOR	17	13	13	5	5	8
	N	246.57	221.43	229.57	320.14	220.00	156.71

For raw data, see pp:	
W-19, W-20	for grade 7
W-19, W-21	for grade 8
W-19, W-22	for grade 9
C-20, C-21	for grade 10
C-20, C-22	for grade 11
C-20, C-23	for grade 12

SUMMARY OF PROCESS EVALUATION

A process evaluation was conducted to insure a detailed description of the installation and implementation of the program. Its main purpose was to provide a monitoring system to detect deficiencies in the design or implementation of the program. This monitoring system provided decision-makers with information that would help insure congruence between design and implementation of the program. This was accomplished through the use of a Management Information System (MIS) and several teacher questionnaires, interviews, surveys, and classroom observations.

Goals were established in order to develop an operational plan and to insure program effectiveness; therefore, process data is reported in relation to these goals. The first three goals dealt with providing career education experiences and/or understandings to the students, staff, and community respectively. Interview, survey, questionnaire, and observation data is used to document these processes. Goals four and six dealt with the management and support system and the computer-based MIS provides documentation of the accomplishment of these goals.

Goal #1 To provide low-income children with a career education environment and varied experiences which will enable them to:

1. increase their knowledge of the world of work
2. increase their decision-making skills
3. increase self-analysis
4. increase positive attitudes toward school
5. increase academic achievment

Student Survey At the end of the school year a student survey was given to a random sampling of students participating in the Career Education Program.

Elementary Level The survey given to elementary students dealt primarily with their attitudes toward learning about careers. Ninety-nine percent of the students in grades K-6 stated that they enjoyed learning about different careers. Ninety-eight percent of the students surveyed said they learned a lot when talking about what they need to learn in school in order to get a good job. Ninety-eight percent of the students indicated that they did want to learn more about all kinds of careers.

Secondary Level The survey given to secondary students dealt with their amount of participation in and their attitudes toward the program. There seemed to be a substantial degree of participation from the students surveyed. Responses showed that many of the students were aware of the importance of learning basic skills. Ninety-seven percent of the students of both secondary schools agreed that learning reading, writing, and mathematic skills played an important part in getting a good job. A large number of students stated that they are now thinking more about the careers they want to persue. Many students indicated that they would like Career Education incorporated into more of their classes. Overall, the majority of students surveyed seemed to be very interested in participating in the program and had many ideas and suggestions that they felt would help to make it more successful at their school. (See Student Survey Summary in Appendix.)

Goal #2 To provide the school staff with the necessary career education knowledge, skills, and understandings which enable them to:

1. implement the career model, processes, materials, and techniques
2. integrate career education as a part of the teaching/learning process
3. involve the community in an integral part of the program
4. participate in the management process

Teacher Questionnaire A questionnaire on certain aspects of the Career Education Program was given to teachers at the beginning and end of the school year. Responses were compiled to obtain feedback on such areas as support services, usefulness of program techniques and strategies, problems encountered integrating the curriculum, and the overall success in implementing the program at each school. A comparison of pre and post responses was then prepared to reflect any progress or changes in the program implementation.

During the beginning of the school year a number of problems were encountered in the program. Forty-five percent of the teachers surveyed felt that they had not received enough training for Career Education, and thirty-one percent indicated that they were not interested in the program. A major concern of teachers was in the area of time, and a feeling on the part of some teachers that the program had been forced upon them. Many teachers felt that extra time should be allotted for curriculum planning and research.

As the program continued, a post questionnaire showed that of the teachers surveyed, thirty-five percent still felt that there had not been enough training, and only nine percent still indicated that they were not interested. Time continued to be a principal concern for teachers. In general there was an increase in more desirable responses as teachers seemed to become more involved with the program. (See Teacher Questionnaires in Appendix.)

Teacher Interview Teacher interviews were conducted with a random sampling of teachers at each school to deal primarily with interest, extent of involvement, and teacher perceptions of the program. Eighty-six percent of the teachers interviewed felt that the students seemed more aware of the importance of school after their participation in the program. Sixty-seven percent agreed that the program helped to increase student interest in school. During the interviews, eighty-six percent of the teachers stated that they were interested in career education and thought it to be a very beneficial program. Thirty-nine percent stated that they did have enough time to implement it. Fourteen percent of the teachers felt that students being behind in the curriculum played an important part in preventing or hindering them from implementing the program. The majority of teachers appeared to be satisfied with the training sessions and thought that the support services that were provided were quite helpful. Some teachers expressed a feeling that it was too much of an added responsibility dealing with a new program.

In general, most teachers seemed to feel that Career Education was a beneficial program that would progress as teachers became more familiar and involved with it, and when some teachers eliminated their negative attitudes. (See Teacher Interviews in Appendix.)

Principal Interviews   Interviews of principals were conducted to determine their extent of involvement and familiarity with the Career Education Program at their schools. The majority of principals stated that they were aware of Career Education concepts. Most seemed to feel that they were knowledgeable of the curriculum materials, strategies, and techniques. Some principals indicated that they had been involved in many activities, such as participating in interviews conducted by students. All principals stated that they were actively supportive of the program in such areas as promoting the program among teachers, showing interest in Career Education activities, encouraging student participation, and acting as a liaison with other resource people. Principals cited some problem areas such as lack of understanding of how to integrate Career Education into the curriculum, lack of time, beginning teachers, and resentment on the part of some teachers for being responsible for Career Education in addition to their regular work load. However, it seems that the principals all felt that it was a beneficial program and had suggestions that they felt would help make it more successful. (See Principal Interviews in Appendix.)

Counselor Interviews   Counselor interviews were conducted to determine their extent of involvement and familiarity with the Career Education Program at their school. Four out of the five counselors interviewed stated that they were aware of the Career Education Program. However, the interviews indicated that in most cases counselors were limited in their involvement with the program at their schools. All stated that they were interested but did not seem to have a clear perception of the counselor's role in the Career Education Program. It appeared that in the majority of cases counselors perceived their role solely as a supportive one to the staff trainers. Some suggestions were that the program could be more closely coordinated with the counselors. (See Counselor Interviews in Appendix.)

Classroom Observations   Classroom observations were conducted over three quarters of the school year. These observations were conducted to identify weak areas in the implementation of Career Education, and to monitor progress over the year. Summary reports were prepared for each quarter observation, and a comparison of all summaries was then prepared to reflect growth in the program.

The first quarter summary data reflected a slow beginning with many teachers feeling that they were unprepared for the program. A number of teachers seemed to look upon Career Education as an extra program that should be implemented as such. As a result of these perceptions, a large number of teachers encountered many problems in implementing the program. A big problem seemed to be the difficulties many teachers had in blending Career Education into the regular curriculum. Many teachers cited merger and the quarter system, a high rate of teacher turnover, students being behind in the regular curriculum, no time for planning, and a lack of real interest on the part of a few teachers as reasons for general non-involvement. Learning centers were a chief technique that presented problems for most teachers. Statements such as "I don't know what it is" and "it's hard to get established" were frequently heard. Centers that were established were ~~not~~

not comprehensive, with many consisting mainly of pamphlets, etc. Teachers were using bulletin boards, but many felt that they really didn't seem to stimulate interest in students.

During the second quarter observations many of the same problems encountered at the beginning of the school year were still in evidence. Many of the same concerns were voiced. However, it was apparent that teachers were beginning to adapt to the program.

The third quarter observations indicated a growing involvement on the part of teachers observed. Problems encountered during the first two observations seemed fewer in number. As teachers appeared to become more at ease in their efforts to incorporate Career Education into their regular curriculum, the program progressed smoothly. A few teachers continued to perceive time and students being behind proper grade level as a major problem. Also a majority of teachers remained uncertain as to the concept of learning centers. Despite the few problems teachers cited, at the end of the school year there was evidence of improvement as the program progressed and teachers began to involve themselves in the implementation of Career Education. Problems that were still in evidence seemed to be of the type normally encountered when implementing a new program of this size. (See Observation Summaries in Appendix.)

Goal #3 To provide the community with the necessary Career Education knowledge and understanding which will enable them to:

1. participate in the Career Education Program
2. provide feedback on the program
3. develop additional ways of community involvement

Parent Survey A parent survey was sent to parents in the community to determine their awareness of the Career Education Program at their child's school.

Sixty-one percent of the parents responding to the survey stated that they were familiar with the Career Education Program. Questions seeking parent perceptions of Career Education concepts elicited responses showing that a number of parents surveyed felt that the program is beneficial for all students, reinforces basic skills, and is a part of all subjects. Ninety-five percent of the parents felt that learning about careers should be an important part of their child's education. The majority of parents felt that the Career Education Program should be continued as part of the curriculum. On the whole, parents indicated that they felt the community should be more involved in the program. Most parents were aware of the Career Education Program, and those who were not familiar with it requested information. (See Parent Survey Summary in Appendix.)

Goal #4 To provide a Career Education model that may be replicated as evidenced by the documentation of the information about:

1. installation process

112

2. content activities of the model
3. model delivery system
4. management system

Goal #6 To provide administrative services related to Career Education program operations during 1975-76.

The action plan/accomplishemnt report data was coded and entered into computer files each quarter so that key tasks could be related to the accomplishment of Goals 1-6. These data provided a self-report, verification and documentation system which could be used by the project director in assessing the level of implementation of the program and the location of resources to problem areas. The third quarter report is included with this report as a sample of how these data were related to goals, key tasks that were identified, due dates, accomplishments, verification from project's files and documentation from the student, teacher, or parent data. The set of these quarterly reports represents the set of tasks that were accomplished, reported, verified, and documented during the implementation of the project. (See MIS in Appendix.)

Career Education

Elementary

Staff Training Module

1975 - 1976

Jefferson County Public Schools
Louisville, Kentucky

APPENDIX

Table of Contents

Part I. Product Evaluation
School Profiles - Breckinridge Elementary
Western Junior
Central Senior

Part II. Process Evaluation
Summary Data - Teacher Questionnaires
Classroom Observations
Interviews
Parent Survey
Student Survey
Management Information System

Part III. Product Evaluation Instruments
Work Habits
Relevance of School

Part IV. Process Evaluation Instruments
Observation Checklist
Teacher Questionnaire
Teacher Interview
Principal Interview
Counselor Interview
Parent Survey
Student Survey

APPENDIX

CAREER EDUCATION

BRECKENRIDGE ELEMENTARY SCHOOL
PROFILE
1975-1976

Jefferson County Public Schools
Louisville, Kentucky

KINDERGARTEN

DISTRIBUTION OF SCORES ON MINNESOTA

ITEM	N SCORES	(%)
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
6	0	0.0
7	0	0.0
8	0	0.0
9	0	0.0
10	0	0.0
11	0	0.0
12	0	0.0
13	0	0.0
14	1	3.4
15	0	0.0
16	0	0.0
17	1	3.4
18	3	10.3
19	0	0.0
20	0	0.0
21	2	6.9
22	1	3.4
23	3	10.3
24	5	17.2
25	5	17.2
26	3	10.3
27	2	6.9
28	3	10.3
29	0	0.0
30	0	0.0
31	0	0.0
32	0	0.0
33	0	0.0
34	0	0.0
35	0	0.0
36	0	0.0
37	0	0.0
38	0	0.0
39	0	0.0
40	0	0.0
41	0	0.0
42	0	0.0
43	0	0.0
44	0	0.0

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HISTOGRAM FOR KINDERGARTEN SCORES ON MINNESOTA

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13

14 XX

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16

17 XX

18 XXXXXX

19

20

21 XXXX

22 XX

23 XXXXXX

24 XXXXXXXXXXXX

25 XXXXXXXXXXXX

26 XXXXXX

27 XXXX

28 XXXXXX

29
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 .
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44

...............25..............50..............75..............100

THERE WERE  29  ENTRIES ON THIS FILE
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GRADES 1-3

DISTRIBUTION OF SCORES ON MINNESOTA

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6	0	0.0
7	0	0.0
8	0	0.0
9	0	0.0
10	0	0.0
11	0	0.0
12	0	0.0
13	2	0.8
14	3	1.2
15	2	0.8
16	1	0.4
17	2	0.8
18	4	1.6
19	6	2.4
20	11	4.4
21	8	3.2
22	12	4.8
23	11	4.4
24	23	9.2
25	12	4.8
26	23	9.2
27	23	9.2
28	19	7.6
29	31	12.4
30	18	7.2
31	13	5.2
32	13	5.2
33	5	2.0
34	4	1.6
35	2	0.8
36	0	0.0
37	0	0.0
38	0	0.0
39	0	0.0
40	0	0.0
41	0	0.0
42	0	0.0
43	0	0.0
44	0	0.0

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HISTOGRAM FOR GRADES 1-3 SCORES ON MINNESOTA

ITEM

                              25              50              75              100
 ...............................................................................
    1
    .
    .
    .
   17
   18 X
   19 X
   20 XX
   21 XX
   22 XXX
   23 XX
   24 XXXXXX
   25 XXX
   26 XXXXXX
   27 XXXXXX
   28 XXXXX
   29 XXXXXXXX
   30 XXXX
   31 XXX
   32 XXX
   33 X
   34 X
   35
    .
    .
    .
   44
 ...............................................................................
                              25              50              75              100

THERE WERE  249  ENTRIES ON THIS FILE
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GRADES 4-6

DISTRIBUTION OF SCORES ON MINNESOTA

ITEM	N SCORES	(%)
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2	0	0.0
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4	1	0.4
5	1	0.4
6	0	0.0
7	0	0.0
8	1	0.4
9	0	0.0
10	0	0.0
11	0	0.0
12	0	0.0
13	0	0.0
14	0	0.0
15	0	0.0
16	2	0.8
17	2	0.8
18	2	0.8
19	2	0.8
20	2	0.8
21	5	2.1
22	4	1.7
23	3	1.2
24	8	3.3
25	10	4.1
26	13	5.4
27	19	7.9
28	9	3.7
29	14	5.8
30	13	5.4
31	6	2.5
32	10	4.1
33	10	4.1
34	15	6.2
35	15	6.2
36	12	5.0
37	12	5.0
38	15	6.2
39	6	2.5
40	5	2.1
41	6	2.5
42	6	2.5
43	5	2.1
44	3	1.2
45	0	0.0
46	1	0.4
47	0	0.0
48	0	0.0
49	0	0.0
50	0	0.0
51	0	0.0
52	0	0.0
53	0	0.0
54	0	0.0

GRADES 4-6 SCORES ON MINNESOTA

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  ...............25...............50...............75...............100

  1
  :
  20
  21 X
  22 X
  23
  24 XX
  25 XX
  26 XXX
  27 XXXXX
  28 XX
  29 XXX
  30 XXX
  31 X
  32 XX
  33 XX
  34 XXXX
  35 XXXX
  36 XXX
  37 XXX
  38 XXXX
  39 X
  40 X
  41 X
  42 X
  43 X
  44
  :
  54

  ...............25...............50...............75...............100

THERE WERE  242  ENTRIES ON THIS FILE
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GRADES K-2
DISTRIBUTION OF RESPONSES FOR VALUING-POST

ITEM	YES	NO	NEUTRAL
1	96.7%	1.7%	1.7%
2	91.8%	8.2%	0.0%
3	83.6%	16.4%	0.0%
4	81.6%	13.4%	0.0%
5	90.3%	9.7%	0.0%
6	82.0%	18.0%	0.0%
7	88.7%	11.3%	0.0%
8	82.8%	17.2%	0.0%
9	84.5%	14.5%	0.0%
10	79.3%	20.7%	0.0%
11	39.0%	61.0%	0.0%
12	55.7%	39.3%	0.0%
13	62.3%	32.8%	0.0%
14	75.4%	18.0%	1.6%

THERE WERE 62 ENTRIES ON THIS FILE.

GRADES 3-5

DISTRIBUTION OF SCORES ON VALUING-POST

ITEM	N SCORES	(%)
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6	0	0.0
7	2	2.9
8	1	1.4
9	2	2.9
10	0	0.0
11	2	2.9
12	1	1.4
13	4	5.8
14	1	1.4
15	5	7.2
16	8	11.6
17	3	4.3
18	5	7.2
19	2	2.9
20	5	7.2
21	3	4.3
22	2	2.9
23	5	7.2
24	3	4.3
25	1	1.4
26	5	7.2
27	3	4.3
28	3	4.3
29	1	1.4
30	0	0.0
31	0	0.0
32	2	2.9
33	0	0.0
34	0	0.0
35	0	0.0
36	0	0.0

```
  6
  7 X
  8
  9 X
 10
 11 X
 12
 13 XXX
 14
 15 XXXX
 16 XXXXXXX
 17 XX
 18 XXXX
 19 X
 20 XXXX
 21 XX
 22 X
 23 XXXX
 24 XX
 25
 26 XXXX
 27 XX
 28 XX
 29
 30
 31
 32 X
 33

 36
    ..............25|.............50|.............75|.............100
THERE WERE  69  ENTRIES ON THIS FILE
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                  GRADE 6

             DISTRIBUTION OF SCORES ON VALUING-POST-1

 ITEM    N SCORES    (%)
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   5         4       20.0
   6         4       20.0
   7         6       30.0
   8         3       15.0
   9         1        5.0
  10         0        0.0
  11         1        5.0
  12         0        0.0


             HISTOGRAM FOR GRADE 6 SCORES ON VALUING-POST-1
 ITEM

    ................25|..............50|..............75|..............100
                      |                |                |               |
   1                  |                |                |               |
                      |                |                |               |
   2 XXX              |                |                |               |
                      |                |                |               |
   3                  |                |                |               |
                      |                |                |               |
   4                  |                |                |               |
                      |                |                |               |
   5 XXXXXXXXXXXXX    |                |                |               |
                      |                |                |               |
   6 XXXXXXXXXXXXX    |                |                |               |
                      |                |                |               |
   7 XXXXXXXXXXXXXXXXXXX               |                |               |
                      |                |                |               |
   8 XXXXXXXXX        |                |                |               |
                      |                |                |               |
   9 XXX              |                |                |               |
                      |                |                |               |
  10                  |                |                |               |
                      |                |                |               |
  11 XXX              |                |                |               |
                      |                |                |               |
  12                  |                |                |               |
                      |                |                |               |
    ................25|..............50|..............75|..............100

 THERE WERE  20  ENTRIES ON THIS FILE
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IN GAR

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                    DISTRIBUTIØN ØF SCØRES ØN RELEVANCE

ITEM    N SCØRES    (%)
  1        1        6.7
  2        1        6.7
  3        4       26.7
  4        2       13.3
  5        7       46.7


                    HISTØGRAM FØR KINDERGARTEN SCORES ON RELEVANCE
ITEM

     ..............25|.............50|.............75|.............100
                      |               |               |
  1 XXXX              |               |               |
                      |               |               |
  2 XXXX              |               |               |
                      |               |               |
  3 XXXXXXXXXXXXXXXX  |               |               |
                      |               |               |
  4 XXXXXXXX          |               |               |
                      |               |               |
  5 XXXXXXXXXXXXXXXXXXXXXXXXXXXX      |               |
                      |               |               |
     ..............25|.............50|.............75|.............100

THERE WERE  15  ENTRIES ON THIS FILE

                         GRADE 1

                    DISTRIBUTIØN ØF SCØRES ØN RELEVANCE

ITEM    N SCØRES    (%)
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  2        0        0.0
  3        2       10.0
  4        0        0.0
  5        4       20.0
  6        8       40.0
  7        6       30.0


                    HISTØGRAM FØR GRADE 1 SCORES ON RELEVANCE
ITEM

     ..............25|.............50|.............75|.............100
                      |               |               |
  1                   |               |               |
                      |               |               |
  2                   |               |               |
                      |               |               |
  3 XXXXXX            |               |               |
                      |               |               |
  4                   |               |               |
                      |               |               |
  5 XXXXXXXXXXXX      |               |               |
                      |               |               |
  6 XXXXXXXXXXXXXXXXXXXXXXXX          |               |
                      |               |               |
  7 XXXXXXXXXXXXXXXXXX|               |               |
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     ..............25|.............50|.............75|.............100
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                GRADE 2

           DISTRIBUTION OF SCORES ON RELEVANCE

ITEM    N SCORES    (%)
  1           0      0.0
  2           0      0.0
  3           0      0.0
  4           0      0.0
  5           0      0.0
  6           6     23.1
  7          20     76.9


           HISTOGRAM FOR GRADE 2 SCORES ON RELEVANCE
ITEM

   ...............25|..............50|...............75|...............100
                    |                |                 |                 |
  1                 |                |                 |                 |
                    |                |                 |                 |
  2                 |                |                 |                 |
                    |                |                 |                 |
  3                 |                |                 |                 |
                    |                |                 |                 |
  4                 |                |                 |                 |
                    |                |                 |                 |
  5                 |                |                 |                 |
                    |                |                 |                 |
  6 XXXXXXXXXXXXXXX |                |                 |                 |
                    |                |                 |                 |
  7 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                 |
                    |                |                 |                 |
   ...............25|..............50|...............75|...............100

THERE WERE   26   ENTRIES ON THIS FILE
```

```
            GRADE 3

        DISTRIBUTION OF SCORES ON RELEVANCE

ITEM   N SCORES    (%)
  1        0       0.0
  2        0       0.0
  3        1       4.0
  4        1       4.0
  5        2       8.0
  6        8      32.0
  7        6      24.0
  8        7      28.0

          HISTOGRAM FOR GRADE 3 SCORES ON RELEVANCE
ITEM

  ...............25..............50..............75..............100

  1

  2

  3 XX

  4 XX

  5 XXXXX

  6 XXXXXXXXXXXXXXXXXXXXX

  7 XXXXXXXXXXXXXXX

  8 XXXXXXXXXXXXXXXXXX

  ...............25..............50..............75..............100

THERE WERE  25  ENTRIES ON THIS FILE
```

B-14

```
        GRADES 4-6

     DISTRIBUTION OF SCORES ON RELEVANCE

ITEM     N SCORES    (%)
  1          0        0.0
  2          0        0.0
  3          0        0.0
  4          1        1.4
  5          3        4.3
  6          5        7.1
  7         14       20.0
  8         12       17.1
  9         35       50.0
 10          0        0.0


     HISTOGRAM FOR GRADES 4-6 SCORES ON RELEVANCE
ITEM

  ...............25...............50...............75...............100

  1

  2

  3

  4

  5 XX

  6 XXXX

  7 XXXXXXXXXXXXX

  8 XXXXXXXXXXX

  9 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 10

  ...............25...............50...............75...............100
THERE WERE  70  ENTRIES ON THIS FILE
```

APPENDIX

CAREER EDUCATION

WESTERN JUNIOR HIGH SCHOOL
PROFILE
1975-1976

Jefferson County Public Schools
Louisville, Kentucky

TABLE 10. OCCUPATIONAL CHARACTERISTICS (IA1)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
52-54	0	100	0	100	0	100
49-51	0	100	0	100	0	100
46-48	0	100	0	100	0	100
43-45	0	100	0	100	0	100
40-42	2	100	0	100	1	100
37-39	1	98	1	100	1	99
34-36	1	98	2	99	2	98
31-33	3	97	3	97	3	97
28-30	8	94	8	94	8	94
25-27	6	86	11	86	9	86
22-24	13	79	13	75	13	77
19-21	17	67	16	62	16	64
16-18	14	50	24	46	19	48
13-15	22	36	15	22	19	29
10-12	10	13	5	7	8	10
7-9	2	3	1	2	1	2
4-6	0	2	0	1	0	1
1-3	2	2	1	1	1	1
0	0	0	0	0	0	0
N	126		132		258	
% COMPLETING	64		71		68	
MEAN	19.26		20.33		19.81	
S D	7.04		6.30		6.68	

TABLE 11. OCCUPATIONAL PREPARATION REQUIREMENTS (IA2)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
18	0	100	0	100	0	100
17	0	100	0	100	0	100
16	0	100	0	100	0	100
15	0	100	0	100	0	100
14	0	100	0	100	0	100
13	5	100	2	100	3	100
12	3	95	5	98	4	97
11	4	92	2	93	3	93
10	6	88	7	92	7	90
9	9	81	10	85	9	83
8	10	73	10	75	10	74
7	10	62	11	65	11	63
6	13	52	13	54	14	53
5	16	39	20	38	16	39
4	10	23	8	18	9	23
3	6	13	5	10	6	11
2	6	7	4	5	5	6
1	1	1	0	1	0	1
0	0	0	1	1	0	0
N	124		130		254	
% COMPLETING	61		62		62	
MEAN	6.75		6.66		6.70	
S D	2.95		2.67		2.80	

TABLE 12. GENERAL SUMMARY OF EXPLORATORY OCCUPATIONAL EXPERIENCES (IB)

RESPONSE AVERAGE	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
2.8-3.0	0	100	0	100	0	100
2.7	0	100	1	100	0	100
2.6	2	100	0	99	1	100
2.5	0	98	1	99	0	99
2.4	0	98	2	98	1	98
2.3	2	98	4	96	3	97
2.2	5	96	3	93	4	95
2.1	16	91	9	90	12	91
2.0	23	75	20	82	22	78
1.9	14	51	18	61	16	56
1.8	13	37	10	44	11	40
1.7	7	24	5	34	6	29
1.6	8	17	4	29	6	23
1.5	3	9	11	25	7	17
1.4	4	6	8	14	6	10
1.3	0	3	4	6	2	4
1.0-1.2	3	3	2	2	2	2
N	111		114		225	
% COMPLETING	61		66		63	
MEAN	1.85		1.62		1.85	
S D	.26		.31		.26	

TABLE 15. *****

EXPLORATORY OCCUPATIONAL EXPERIENCES (IB) RELATED TO OCCUPATIONAL CLUSTERS *****.

RESPONSE AVERAGE	SOCIAL, HEALTH, & PERSONAL SERVICES TOTAL %	CUM%	BUSINESS SALES & MANAGEMENT TOTAL %	CUM%	BUSINESS OPERATIONS TOTAL %	CUM%
2.8-3.0	0	100	0	100	0	100
2.7	1	100	0	100	1	100
2.6	3	99	2	100	1	99
2.5	4	98	2	97	1	98
2.4	2	94	1	96	2	97
2.3	5	92	7	94	5	95
2.2	5	86	5	87	3	91
2.1	17	81	14	82	13	88
2.0	9	64	6	68	6	74
1.9	17	56	19	62	15	68
1.8	7	38	6	44	11	54
1.7	12	31	10	38	9	43
1.6	6	19	7	28	5	34
1.5	6	13	7	21	10	29
1.4	3	7	4	13	4	19
1.3	3	4	4	9	7	15
1.0-1.2	2	2	5	5	8	8
N	227		227		227	
% COMPLETING	75		75		73	
MEAN		1.92		1.85		1.78
S D		.32		.35		.38

RESPONSE AVERAGE	TECHNOLOGIES & TRADES TOTAL %	CUM%	NATURAL, SOCIAL, & MEDICAL SCIENCES TOTAL %	CUM%	CREATIVE & APPLIED ARTS TOTAL %	CUM%
3.0	0	100	0	100	0	100
2.7	1	100	0	100	1	100
2.6	1	99	2	99	1	98
2.5	2	98	4	97	4	97
2.4	2	96	1	94	2	93
2.3	10	94	3	93	8	92
2.2	4	84	7	90	5	84
2.1	9	80	10	83	12	79
2.0	11	72	5	73	8	67
1.9	17	60	11	67	21	59
1.8	7	44	7	56	8	38
1.7	7	37	12	48	10	30
1.6	6	30	8	36	5	20
1.5	8	24	11	28	7	14
1.4	4	16	5	18	2	7
1.3	5	12	7	13	3	6
1.2	6	6	6	5	3	3
	225		227		226	
	75		75		75	
		1.84		1.79		1.91
		.36		.37		.33

TABLE 10. OCCUPATIONAL CHARACTERISTICS (IA1)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
52-54	0	100	0	100	0	100
49-51	0	100	0	100	0	100
46-48	0	100	0	100	0	100
43-45	1	100	0	100	0	100
40-42	4	99	0	100	2	100
37-39	4	95	2	100	3	98
34-36	4	91	8	98	6	94
31-33	4	87	13	90	8	89
28-30	5	84	7	77	6	80
25-27	8	78	10	70	9	74
22-24	9	70	14	59	12	65
19-21	18	61	9	45	13	53
16-18	18	43	13	36	15	40
13-15	13	25	10	23	11	24
10-12	5	12	8	14	7	13
7-9	6	7	3	5	5	6
4-6	1	1	2	2	2	2
1-3	0	0	0	0	0	0
0	0	0	0	0	0	0
N	128		125		253	
% COMPLETING	65		57		61	
MEAN	21.36		22.43		21.89	
S D	8.74		8.41		8.58	

TABLE 11. OCCUPATIONAL PREPARATION REQUIREMENTS (IA2)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
18	0	100	0	100	0	100
17	0	100	0	100	0	100
16	0	100	0	100	0	100
15	0	100	1	100	0	100
14	1	100	0	99	0	100
13	3	99	4	99	4	99
12	7	96	6	95	6	96
11	5	89	7	89	6	89
10	6	84	9	83	8	84
9	6	78	11	74	8	76
8	9	72	9	63	9	68
7	8	63	11	54	10	59
6	9	55	11	43	10	49
5	9	46	10	32	10	39
4	17	37	9	22	13	30
3	13	20	7	13	10	17
2	4	7	4	6	4	6
1	3	3	2	2	2	2
0	0	0	0	0	0	0
N	127		125		250	
% COMPLETING	70		71		71	
MEAN	6.49		7.25		6.88	
S D	3.31		3.14		3.24	

TABLE 12. GENERAL SUMMARY OF EXPLORATORY OCCUPATIONAL EXPERIENCES (IB)

RESPONSE AVERAGE	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
2.8-3.0	0	100	0	100	0	100
2.7	0	100	0	100	0	100
2.6	0	100	0	100	0	100
2.5	3	100	1	100	2	100
2.4	0	97	1	99	0	98
2.3	3	97	2	98	3	98
2.2	4	94	8	96	6	95
2.1	18	90	10	88	14	89
2.0	22	72	18	78	20	75
1.9	21	50	14	60	18	55
1.8	6	29	8	46	7	37
1.7	3	23	8	38	6	30
1.6	4	19	9	30	6	24
1.5	7	15	8	21	7	18
1.4	5	8	5	13	5	11
1.3	0	3	5	8	2	6
1.0-1.2	3	3	3	3	3	3
N	118		100		218	
% COMPLETING	63		58		61	
MEAN		1.90		1.82		1.86
S D		.27		.30		.29

TABLE 15

EXPLORATORY OCCUPATIONAL EXPERIENCES (IB) RELATED TO OCCUPATIONAL CLUSTERS *****.

RESPONSE AVERAGE	SOCIAL, HEALTH, & PERSONAL SERVICES TOTAL %	CUM%	BUSINESS SALES & MANAGEMENT TOTAL %	CUM%	BUSINESS OPERATIONS TOTAL %	CUM%
2.8-3.0	0	100	0	100	0	100
2.7	1	100	1	100	0	100
2.6	2	98	0	99	0	100
2.5	1	96	1	98	2	100
2.4	4	95	1	97	1	98
2.3	8	91	6	96	9	97
2.2	8	83	5	90	6	88
2.1	14	74	12	84	13	82
2.0	7	61	10	73	7	68
1.9	17	54	10	63	16	61
1.8	4	37	4	45	5	46
1.7	13	33	12	41	9	40
1.6	5	20	5	28	5	31
1.5	7	15	9	23	6	27
1.4	2	8	5	14	5	21
1.3	5	5	3	9	9	16
1.0-1.2	1	1	6	6	7	7
N	219		219		219	
% COMPLETING	68		68		68	
MEAN	1.93		1.83		1.81	
S.D.	.34		.34		.37	

RESPONSE AVERAGE	TECHNOLOGIES & TRADES TOTAL %	CUM%	NATURAL, SOCIAL, & MEDICAL SCIENCES TOTAL %	CUM%	CREATIVE & APPLIED ARTS TOTAL %	CUM%
3.0	1	100	0	100	0	100
2.7	1	99	0	100	2	100
2.6	0	98	0	100	0	98
2.5	2	98	2	100	5	97
2.4	1	96	1	98	3	92
2.3	6	95	4	96	6	89
2.2	5	89	8	93	5	83
2.1	17	84	12	84	17	78
2.0	7	67	7	72	11	61
1.9	16	59	12	65	13	49
1.8	6	43	9	53	5	36
1.7	11	37	11	45	10	31
1.6	3	26	5	34	4	22
1.5	9	23	9	28	7	18
1.4	4	14	5	19	3	10
1.3	4	11	8	14	5	7
1.2	6	6	6	6	3	3
	218		219		219	
	67		67		67	
	1.83		1.79		1.92	
	.36		.35		.35	

TABLE 10. OCCUPATIONAL CHARACTERISTICS (IA1)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
52-54	0	100	0	100	0	100
49-51	0	100	0	100	0	100
46-48	0	100	0	100	0	100
43-45	4	100	3	100	4	100
40-42	3	96	4	97	3	96
37-39	3	93	11	93	7	93
34-36	12	90	8	82	10	86
31-33	14	78	13	74	14	76
28-30	8	64	10	61	9	62
25-27	17	56	17	51	17	53
22-24	10	39	8	34	9	37
19-21	10	29	11	27	10	28
16-18	8	19	7	16	7	17
13-15	5	11	7	9	6	10
10-12	5	6	1	2	3	4
7-9	1	1	2	2	1	1
4-6	0	0	0	0	0	0
1-3	0	0	0	0	0	0
0	0	0	0	0	0	0
N	118		131		249	
% COMPLETING	69		75		73	
MEAN	26.49		27.51		27.03	
S D	8.44		8.34		8.38	

TABLE 11. OCCUPATIONAL PREPARATION REQUIREMENTS (IA2)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
18	0	100	0	100	0	100
17	1	100	0	100	0	100
16	0	99	2	100	1	100
15	1	99	0	98	0	99
14	5	98	3	98	4	98
13	9	93	6	95	8	94
12	8	84	9	89	8	87
11	9	76	11	80	10	78
10	8	68	18	69	13	69
9	11	60	12	51	12	55
8	10	49	7	39	8	44
7	7	38	10	32	8	35
6	10	32	7	22	8	27
5	9	21	8	15	9	18
4	5	12	3	7	4	9
3	5	7	3	4	4	5
2	2	2	0	1	1	1
1	0	0	0	1	0	0
0	0	0	1	1	0	0
N	117		131		248	
% COMPLETING	78		82		80	
MEAN	8.62		8.96		8.80	
S D	3.39		2.98		3.18	

TABLE 12. GENERAL SUMMARY OF EXPLORATORY OCCUPATIONAL EXPERIENCES (IB)

RESPONSE AVERAGE	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
2.8-3.0	0	100	0	100	0	100
2.7	0	100	0	100	0	100
2.6	2	100	0	100	1	100
2.5	1	98	0	100	1	99
2.4	3	97	4	100	4	98
2.3	3	93	2	96	3	94
2.2	8	90	4	93	6	91
2.1	9	81	4	89	7	85
2.0	21	72	12	84	17	78
1.9	8	51	12	72	10	62
1.8	7	43	11	60	9	51
1.7	9	36	17	48	13	42
1.6	8	27	15	31	11	29
1.5	10	19	2	17	6	18
1.4	3	8	6	15	5	11
1.3	3	5	3	9	3	7
1.0-1.2	1	1	6	6	3	3
N	88		89		175	
% COMPLETING	55		54		55	
MEAN	1.88		1.78		1.83	
S D	.32		.30		.31	

TABLE 15
EXPLORATORY OCCUPATIONAL EXPERIENCES (IB) RELATED TO OCCUPATIONAL CLUSTERS

RESPONSE AVERAGE	SOCIAL, HEALTH, & PERSONAL SERVICES TOTAL %	CUM%	BUSINESS SALES & MANAGEMENT TOTAL %	CUM%	BUSINESS OPERATIONS TOTAL %	CUM%
2.8-3.0	0	100	1	100	0	100
2.7	2	100	1	99	1	100
2.6	2	98	1	98	1	99
2.5	4	95	3	97	1	98
2.4	3	91	3	94	2	97
2.3	7	89	2	91	8	95
2.2	4	82	2	89	5	87
2.1	17	78	15	86	11	83
2.0	6	61	3	71	4	72
1.9	14	55	17	67	7	68
1.8	10	41	9	51	7	61
1.7	9	31	10	42	11	54
1.6	6	22	5	32	6	42
1.5	6	15	13	27	10	36
1.4	3	10	2	14	5	26
1.3	3	6	6	12	11	21
1.0-1.2	3	3	6	6	10	10
N	175		175		175	
% COMPLETING	60		59		61	
MEAN	1.92		1.82		1.74	
S D	.36		.38		.40	

RESPONSE AVERAGE	TECHNOLOGIES & TRADES TOTAL %	CUM%	NATURAL, SOCIAL, & MEDICAL SCIENCES TOTAL %	CUM%	CREATIVE & APPLIED ARTS TOTAL %	CUM%
3.0	2	100	0	100	3	100
2.7	2	98	1	100	2	97
2.6	1	96	1	99	0	95
2.5	3	95	2	98	5	95
2.4	2	92	1	96	3	91
2.3	5	90	7	95	7	88
2.2	4	85	4	88	5	81
2.1	12	81	7	84	12	76
2.0	7	69	3	77	6	64
1.9	11	62	13	74	14	58
1.8	4	51	3	61	5	44
1.7	10	47	11	58	10	39
1.6	9	37	6	47	7	29
1.5	11	29	11	41	10	21
1.4	5	17	12	30	4	11
1.3	5	12	11	18	3	7
1.2	7	7	7	7	4	4
	175		176		175	
	60		60		60	
	1.82		1.72		1.90	
	.41		.39		.40	

```
                    GRADES 7-8

              DISTRIBUTION OF SCORES ON VALUING-POST-1

 ITEM     N SCORES     (%)
   1          1         1.6
   2          3         4.8
   3          4         6.3
   4         10        15.9
   5         14        22.2
   6         16        25.4
   7          5         7.9
   8          6         9.5
   9          3         4.8
  10          1         1.6
  11          0         0.0
  12          0         0.0

              HISTOGRAM FOR GRADES 7-8 SCORES ON VALUING-POST-1
 ITEM

     ...............25,.............50,.............75,.............100
                     |              |              |              |
    1 X              |              |              |              |
                     |              |              |              |
    2 XXX            |              |              |              |
                     |              |              |              |
    3 XXXX           |              |              |              |
                     |              |              |              |
    4 XXXXXXXXXX     |              |              |              |
                     |              |              |              |
    5 XXXXXXXXXXXXXX |              |              |              |
                     |              |              |              |
    6 XXXXXXXXXXXXXXXX              |              |              |
                     |              |              |              |
    7 XXXXX          |              |              |              |
                     |              |              |              |
    8 XXXXXX         |              |              |              |
                     |              |              |              |
    9 XXX            |              |              |              |
                     |              |              |              |
   10 X              |              |              |              |
                     |              |              |              |
   11                |              |              |              |
                     |              |              |              |
   12                |              |              |              |
                     |              |              |              |
    |...............25|.............50|.............75|.............100

 THERE WERE  63  ENTRIES ON THIS FILE
```

```
GRADES 7-8

          DISTRIBUTION OF SCORES ON VALUING-POST-2

ITEM    N SCORES     (%)
  1        0         0.0
  2        0         0.0
  3        2         4.4
  4        3         6.7
  5        1         2.2
  6       10        22.2
  7       12        26.7
  8        8        17.8
  9        2         4.4
 10        6        13.3
 11        1         2.2
 12        0         0.0

          HISTOGRAM FOR GRADES 7-8 SCORES ON VALUING-POST-2
ITEM

   ...............25...............50...............75...............100

  1
  2
  3 XX
  4 XXXX
  5 X
  6 XXXXXXXXXXXXXX
  7 XXXXXXXXXXXXXXXXX
  8 XXXXXXXXXXX
  9 XX
 10 XXXXXXXX
 11 X
 12

   ...............25...............50...............75...............100

THERE WERE  45  ENTRIES ON THIS FILE
```

```
GRADES 7-8

              DISTRIBUTION OF SCORES ON VALUING-POST-3

ITEM    N SCORES    (%)
  1        1        1.3
  2        3        3.9
  3        7        9.1
  4        6        7.8
  5       12       15.6
  6       18       23.4
  7       15       19.5
  8       10       13.0
  9        3        3.9
 10        2        2.6
 11        0        0.0
 12        0        0.0

              HISTOGRAM FOR GRADES 7-8 SCORES ON VALUING-POST-3
ITEM

     ...............25...............50...............75...............100

  1
  2 XX
  3 XXXXXX
  4 XXXXX
  5 XXXXXXXXXX
  6 XXXXXXXXXXXXXXX
  7 XXXXXXXXXXXX
  8 XXXXXXXX
  9 XX
 10 X
 11
 12
     ...............25...............50...............75...............10

THERE WERE  77  ENTRIES ON THIS FILE
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TABLE 2. ***** OCCUPATIONAL PREFERENCES (II02) *****

	FIRST JOB FAMILY CHOICE			SECOND JOB FAMILY CHOICE		
	M%	F%	T%	M%	F%	T%
BUSINESS SALES & MANAGEMENT						
A.PROMOTION & DIRECT CONTACT SALES	4	3	3	1	3	2
B.MANAGEMENT & PLANNING	4	6	5	7	3	5
C.RETAIL SALES & SERVICES	1	4	3	5	5	3
BUSINESS OPERATIONS						
D.CLERICAL & SECRETARIAL WORK	2	6	4	2	9	6
E.PAYING, RECEIVING, & BOOKKEEPING	3	4	3	1	5	3
F.OFFICE MACHINE OPERATION	3	1	2	2	2	2
G.STORAGE, DISPATCHING, & DELIVERY	5	2	3	2	2	2
TECHNOLOGIES & TRADES						
H.HUMAN SERVICES CRAFTS	0	2	1	2	6	4
I.REPAIR, SERVICE HOME/OFFICE EQUIP	1	1	1	3	0	1
J.GROWING-CARING FOR PLANTS/ANIMALS	2	4	3	1	1	1
K.CONSTRUCTION & MAINTENANCE	9	0	4	9	0	4
L.TRANSPORT EQUIPMENT OPERATION	6	0	3	5	2	3
M.MACHINE OPERATION,SERVICE,REPAIR	11	3	7	9	3	6
N.ENGINEERING, APPLIED TECHNOLOGIES	7	2	4	4	1	2
NATURAL, SOCIAL, & MEDICAL SCIENCES						
O.NATURAL SCIENCES & MATHEMATICS	2	2	2	2	2	2
P.MEDICINE & MEDICAL TECHNOLOGIES	8	6	7	3	7	5
Q.SOCIAL SCIENCES & LEGAL SERVICES	4	2	3	4	1	2
CREATIVE & APPLIED ARTS						
R.CREATIVE ARTS	5	3	4	6	7	6
S.APPLIED ARTS (VERBAL)	3	1	2	1	2	1
T.APPLIED ARTS (VISUAL)	2	0	1	1	2	1
U.POPULAR ENTERTAINMENT	0	2	1	5	1	3
SOCIAL, HEALTH, & PERSONAL SERVICES						
V.EDUCATION & SOCIAL SERVICES	4	15	9	6	10	9
W.NURSING & HUMAN CARE	1	25	14	3	16	9
X.PERSONAL & HOUSEHOLD SERVICES	0	4	2	0	5	3
Y.LAW ENFORCING/PROTECTIVE SERVICES	17	4	10	20	4	11
N	113	124	237	107	122	[illegible]

TABLE 3. CERTAINTY OF OCCUPATIONAL PREFERENCES (IIB3)

HOW SURE ARE YOU THAT YOUR FIRST JOB CHOICE WILL BE THE SAME IN A YEAR?	M%	F%	T%
A.VERY SURE	42	40	41
B.FAIRLY SURE	36	37	36
C.NOT SURE AT ALL	23	24	23
N	120	126	246

TABLE 7. SELF-EVALUATION OF CAREER PLANNING (IIIB4B) ITEMS RESPONSES

ITEM 33 HAVE YOU GIVEN MUCH THOUGHT AS TO WHY YOUR 1ST TWO JOB CHOICES ARE RIGHT FOR YOU?	M%	F%	T%
A.A LITTLE	28	28	28
B.SOME	36	39	39
C.A LOT	34	33	33
N	125	125	250

ITEM 34 IS THE AMOUNT OF EDUCATION YOU ARE PLANNING IN LINE WITH WHAT IS NEEDED FOR THE JOBS?	M%	F%	T%
A.YES	40	43	41
B.NOT SURE	43	43	43
C.PROBABLY NOT	17	14	15
N	125	127	252

ITEM 35 WILL THE TWO JOBS HELP YOU OBTAIN WHAT YOU WANT OUT OF LIFE?	M%	F%	T%
A.YES	52	46	49
B.NOT SURE	31	37	34
C.PROBABLY NOT	18	17	17
N	124	126	250

ITEM 36 HOW SURE ARE YOU OF STEPS TO PREPARE FOR AND ENTER EACH OF THE TWO JOBS?	M%	F%	T%
A.DO NOT KNOW WHERE TO BEGIN	31	24	26
B.HAVE SOME IDEA	34	45	40
C.STEPS PRETTY CLEAR	18	21	20
D.STEPS QUITE CLEAR	17	10	13
N	124	126	250

ITEM 37 DO YOU FEEL YOU WILL BE ABLE TO COMPLETE THE NECESSARY STEPS FOR AT LEAST ONE OF THE JOBS?	M%	F%	T%
A.YES	49	47	48
B.NOT SURE	35	39	37
C.PROBABLY NOT	16	14	15
N	120	127	247

ITEM 38 WOULD YOU SAY THAT YOUR JOB FUTURE IS ---	M%	F%	T%
A.BRIGHT?	49	55	52
B.DARK?	24	21	22
C.UNCERTAIN?	28	24	26
N	123	127	250

TABLE 2. ***** OCCUPATIONAL PREFERENCES (IIB2) *****

	FIRST JOB FAMILY CHOICE			SECOND JOB FAMILY CHOICE		
	M%	F%	T%	M%	F%	T%
BUSINESS SALES & MANAGEMENT						
A.PROMOTION & DIRECT CONTACT SALES	2	6	5	2	5	4
B.MANAGEMENT & PLANNING	5	4	4	3	4	3
C.RETAIL SALES & SERVICES	4	2	3	2	1	2
BUSINESS OPERATIONS						
D.CLERICAL & SECRETARIAL WORK	3	11	7	0	6	3
E.PAYING, RECEIVING, & BOOKKEEPING	3	2	3	1	7	4
F.OFFICE MACHINE OPERATION	2	3	2	5	2	3
G.STORAGE, DISPATCHING, & DELIVERY	4	0	2	2	1	2
TECHNOLOGIES & TRADES						
H.HUMAN SERVICES CRAFTS	2	4	3	2	3	3
I.REPAIR, SERVICE HOME/OFFICE EQUIP	5	0	3	4	0	2
J.GROWING-CARING FOR PLANTS/ANIMALS	3	5	4	5	6	6
K.CONSTRUCTION & MAINTENANCE	10	0	6	9	1	5
L.TRANSPORT EQUIPMENT OPERATION	9	0	5	11	2	6
M.MACHINE OPERATION,SERVICE,REPAIR	14	1	8	12	0	6
N.ENGINEERING, APPLIED TECHNOLOGIES	4	1	3	5	1	3
NATURAL, SOCIAL, & MEDICAL SCIENCES						
O.NATURAL SCIENCES & MATHEMATICS	1	1	1	0	1	0
P.MEDICINE & MEDICAL TECHNOLOGIES	2	5	4	2	5	4
Q.SOCIAL SCIENCES & LEGAL SERVICES	5	4	4	3	4	3
CREATIVE & APPLIED ARTS						
R.CREATIVE ARTS	6	1	4	7	0	3
S.APPLIED ARTS (VERBAL)	2	3	3	2	0	1
T.APPLIED ARTS (VISUAL)	4	5	4	5	4	4
U.POPULAR ENTERTAINMENT	2	0	1	2	1	1
SOCIAL, HEALTH, & PERSONAL SERVICES						
V.EDUCATION & SOCIAL SERVICES	2	10	6	1	10	5
W.NURSING & HUMAN CARE	1	21	10	1	11	6
X.PERSONAL & HOUSEHOLD SERVICES	0	7	3	0	13	6
Y.LAW ENFORCING/PROTECTIVE SERVICES	4	4	4	12	5	9
N	125	110	235	123	109	232

TABLE 6. CERTAINTY OF OCCUPATIONAL PREFERENCES (IIB3)

HOW SURE ARE YOU THAT YOUR FIRST JOB CHOICE WILL BE THE SAME IN A YEAR?	M%	F%	T%
A. VERY SURE	38	36	37
B. FAIRLY SURE	46	45	45
C. NOT SURE AT ALL	16	19	17
N	125	110	235

TABLE 7 SELF-EVALUATION OF CAREER PLANNING (IIIB4B) ITEMS RESPONSES

ITEM 33 HAVE YOU GIVEN MUCH THOUGHT AS TO WHY YOUR 1ST TWO JOB CHOICES ARE RIGHT FOR YOU?	M%	F%	T%
A. A LITTLE	25	23	24
B. SOME	33	47	39
C. A LOT	42	30	37
N	123	107	230

ITEM 34 IS THE AMOUNT OF EDUCATION YOU ARE PLANNING IN LINE WITH WHAT IS NEEDED FOR THE JOBS?	M%	F%	T%
A. YES	42	34	38
B. NOT SURE	37	54	45
C. PROBABLY NOT	21	12	17
N	122	108	230

ITEM 35 WILL THE TWO JOBS HELP YOU OBTAIN WHAT YOU WANT OUT OF LIFE?	M%	F%	T%
A. YES	45	61	52
B. NOT SURE	36	30	33
C. PROBABLY NOT	20	8	14
N	123	106	229

ITEM 36 HOW SURE ARE YOU OF STEPS TO PREPARE FOR AND ENTER EACH OF THE TWO JOBS?	M%	F%	T%
A. DO NOT KNOW WHERE TO BEGIN	22	29	25
B. HAVE SOME IDEA	38	42	40
C. STEPS PRETTY CLEAR	19	20	19
D. STEPS QUITE CLEAR	21	9	16
N	123	107	230

ITEM 37 DO YOU FEEL YOU WILL BE ABLE TO COMPLETE THE NECESSARY STEPS FOR AT LEAST ONE OF THE JOBS?	M%	F%	T%
A. YES	45	58	51
B. NOT SURE	34	38	36
C. PROBABLY NOT	21	5	13
N	121	106	227

ITEM 38 WOULD YOU SAY THAT YOUR JOB FUTURE IS ---	M%	F%	T%
A. BRIGHT?	48	53	50
B. DARK?	26	23	23
C. UNCERTAIN?	26	27	27
N	121	106	227

TABLE 2. ***** OCCUPATIONAL PREFERENCES (IIB2) *****

	FIRST JOB FAMILY CHOICE			SECOND JOB FAMILY CHOICE		
	M%	F%	T%	M%	F%	T%
BUSINESS SALES & MANAGEMENT						
A.PROMOTION & DIRECT CONTACT SALES	1	3	2	3	3	3
B.MANAGEMENT & PLANNING	7	2	4	2	3	2
C.RETAIL SALES & SERVICES	1	0	0	1	3	2
BUSINESS OPERATIONS						
D.CLERICAL & SECRETARIAL WORK	0	23	12	2	10	6
E.PAYING, RECEIVING, & BOOKKEEPING	2	4	3	2	3	3
F.OFFICE MACHINE OPERATION	2	1	1	2	3	3
G.STORAGE, DISPATCHING, & DELIVERY	3	1	2	1	0	0
TECHNOLOGIES & TRADES						
H.HUMAN SERVICES CRAFTS	1	3	2	2	5	4
I.REPAIR, SERVICE HOME/OFFICE EQUIP	4	0	2	6	1	3
J.GROWING-CARING FOR PLANTS/ANIMALS	6	1	4	7	8	8
K.CONSTRUCTION & MAINTENANCE	14	0	7	11	0	5
L.TRANSPORT EQUIPMENT OPERATION	4	0	2	6	0	3
M.MACHINE OPERATION,SERVICE,REPAIR	5	3	4	9	1	5
N.ENGINEERING, APPLIED TECHNOLOGIES	7	0	4	9	1	5
NATURAL, SOCIAL, & MEDICAL SCIENCES						
O.NATURAL SCIENCES & MATHEMATICS	0	3	1	4	2	3
P.MEDICINE & MEDICAL TECHNOLOGIES	6	7	7	6	5	5
Q.SOCIAL SCIENCES & LEGAL SERVICES	5	2	3	4	2	3
CREATIVE & APPLIED ARTS						
R.CREATIVE ARTS	1	5	3	3	8	5
S.APPLIED ARTS (VERBAL)	0	0	0	1	0	0
T.APPLIED ARTS (VISUAL)	2	7	4	5	5	5
U.POPULAR ENTERTAINMENT	4	3	3	2	1	1
SOCIAL, HEALTH, & PERSONAL SERVICES						
V.EDUCATION & SOCIAL SERVICES	6	12	9	6	13	9
W.NURSING & HUMAN CARE	1	15	8	0	15	8
X.PERSONAL & HOUSEHOLD SERVICES	1	5	3	0	4	2
Y.LAW ENFORCING/PROTECTIVE SERVICES	18	2	10	9	4	7
N	110	117	227	109	115	224

TABLE 3. CERTAINTY OF OCCUPATIONAL PREFERENCES (IIB3)

HOW SURE ARE YOU THAT YOUR FIRST JOB CHOICE WILL BE THE SAME IN A YEAR?	M%	F%	T%
A. VERY SURE	43	38	41
B. FAIRLY SURE	38	44	41
C. NOT SURE AT ALL	18	18	18
N	115	119	234

TABLE 7 SELF-EVALUATION OF CAREER PLANNING (IIIB4B) ITEMS RESPONSES

ITEM 33 HAVE YOU GIVEN MUCH THOUGHT AS TO WHY YOUR 1ST TWO JOB CHOICES ARE RIGHT FOR YOU?	M%	F%	T%
A. A LITTLE	28	24	26
B. SOME	29	37	33
C. A LOT	43	39	41
N	119	118	237

ITEM 34 IS THE AMOUNT OF EDUCATION YOU ARE PLANNING IN LINE WITH WHAT IS NEEDED FOR THE JOBS?	M%	F%	T%
A. YES	41	45	43
B. NOT SURE	39	43	41
C. PROBABLY NOT	20	12	16
N	117	118	235

ITEM 35 WILL THE TWO JOBS HELP YOU OBTAIN WHAT YOU WANT OUT OF LIFE?	M%	F%	T%
A. YES	58	53	56
B. NOT SURE	27	39	33
C. PROBABLY NOT	15	8	11
N	118	118	236

ITEM 36 HOW SURE ARE YOU OF STEPS TO PREPARE FOR AND ENTER EACH OF THE TWO JOBS?	M%	F%	T%
A. DO NOT KNOW WHERE TO BEGIN	17	19	18
B. HAVE SOME IDEA	43	53	48
C. STEPS PRETTY CLEAR	27	17	22
D. STEPS QUITE CLEAR	13	11	12
N	119	118	237

ITEM 37 DO YOU FEEL YOU WILL BE ABLE TO COMPLETE THE NECESSARY STEPS FOR AT LEAST ONE OF THE JOBS?	M%	F%	T%
A. YES	61	58	65
B. NOT SURE	27	29	28
C. PROBABLY NOT	12	3	8
N	119	118	237

ITEM 38 WOULD YOU SAY THAT YOUR JOB FUTURE IS ---	M%	F%	T%
A. BRIGHT?	56	54	55
B. DARK?	17	8	12
C. UNCERTAIN?	27	38	32
N	119	118	237

GRADE 9

DISTRIBUTION OF RESPONSES FOR SELF-IMAGE-POST (%)

ITEM	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	1.7	0.0	6.9	17.2	15.5	17.2	41.4
2	6.9	6.9	6.9	25.9	10.3	15.5	27.6
3	10.7	3.6	10.7	23.2	16.1	12.5	23.2
4	5.4	1.8	7.1	8.9	7.1	28.6	41.1
5	8.8	1.8	1.8	17.5	24.6	12.3	33.3
6	7.1	8.9	10.7	21.4	19.6	10.7	21.4
7	3.6	7.3	3.6	16.4	14.5	12.7	41.8
8	10.9	1.8	10.9	21.8	16.4	20.0	13.2
9	5.4	1.8	5.4	25.0	19.6	25.0	17.9
10	3.6	7.1	10.7	17.9	23.2	19.6	17.9
11	3.4	1.7	8.5	23.7	10.2	13.6	39.0
12	6.8	3.4	13.6	11.9	15.3	23.7	25.4
13	3.4	0.0	10.3	24.1	10.3	25.9	25.9
14	1.7	1.7	5.2	17.2	10.3	15.5	48.3
15	5.3	3.5	3.5	21.1	5.3	28.1	33.3
16	6.9	0.0	6.9	17.2	15.5	27.6	25.9
17	10.3	1.7	3.4	10.3	15.5	12.1	46.6
18	3.6	3.6	5.4	7.1	5.4	21.4	53.6
19	[illegible].6	5.2	5.2	20.7	10.3	27.6	22.4
20	7.0	3.5	7.0	12.3	33.3	19.3	17.5
21	5.3	0.0	10.5	24.6	12.3	26.3	21.1
22	5.2	0.0	8.6	13.8	17.2	19.0	36.2
23	15.5	1.7	3.4	12.1	12.1	31.0	24.1
24	3.2	1.6	3.2	27.0	9.5	28.6	27.0
25	5.2	1.7	1.7	24.1	15.5	20.7	31.0
26	3.4	0.0	5.1	8.5	16.9	22.0	44.1
27	1.7	1.7	1.7	8.5	13.6	16.9	55.9

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28   0.0       1.8       1.8      12.3      10.5      21.1      52.6
29   6.3       3.2      11.1      11.1      14.3      30.2      23.8
30   8.9       5.4       3.6      14.3      10.7      21.4      35.7
31   8.5       1.7      10.2      20.3      11.9      16.9      30.5
32   5.1       0.0       3.4      23.7      23.7      23.7      20.3
33   7.0       7.0       7.0      21.1      21.1      19.3      17.5
34   7.1       0.0       8.9      12.5      14.3      30.4      26.8
35   5.2       6.9       8.6       8.6       6.9      15.5      48.3
36   7.0       7.0       0.0      12.3      12.3      22.8      38.6
37   5.3       5.3       3.5       7.0      14.0      21.1      43.9
38   7.0       0.0       8.8      15.8      21.1      19.3      28.1
39   8.5       6.8       6.8      35.6      10.2      16.9      15.3
40   7.1       5.4      10.7      23.2      16.1      23.2      14.3
41   8.8       1.8       5.3      12.3      17.5      29.8      24.6
42   8.8       1.8      14.0      14.0      17.5      17.5      26.3
43   3.4       3.4       0.0      20.7      20.7      17.2      34.5
44   3.5       8.8       3.5      26.3      17.5      14.0      26.3
45   8.8       0.0       3.5      14.0      19.3      28.1      26.3
46  10.2       3.4       6.8      23.7       8.5      27.1      20.3
47   7.0       5.3       8.8      24.6      19.3       7.0      23.1
48   7.0       3.5       0.0      10.5      26.3      17.5      35.1
49   3.4       5.1       1.7      16.9      13.6      27.1      27.1
50   7.1       0.0      10.7      14.3      16.1      26.8      25.0
51   4.8       0.0       1.6      17.7      17.7      21.0      37.1
52   7.4       1.9       1.9      25.9      16.7      18.5      27.8
53   1.8       1.8       5.3      12.3      19.3      24.6      35.1
54   6.8       0.0       3.4      22.0      13.6      23.7      30.5
55   7.0       3.5       1.8      19.3       8.8      22.8      36.8
56   5.4       3.6       5.4      12.5      14.3      26.8      32.1
57   1.8       1.8       3.5      15.8       7.0      29.8      40.4
58   5.5       3.6       1.8       9.1      16.4      29.1      34.5
59  13.0       3.7       7.4      11.1      14.8      18.5      31.5
60  14.5       1.8       1.8      20.0      14.5      12.7      34.5
61   7.4       1.9       7.4      24.1       9.3      16.7      33.3
62   5.3       0.0       8.8      12.3       7.0      33.3      33.3
63   8.8       0.0       3.5      15.8      15.8      21.1      35.1
64   5.2       5.2       6.9       8.6      22.4      20.7      31.0
65   3.7       1.9       5.6      18.5      18.5      29.6      22.2
66   5.2       3.4       6.9      22.4       5.2      27.6      29.3


THERE WERE  66  RECORDS ON THIS FILE
```

GRADE 7

TABLE 8. ***** PERCEIVED NEEDS FOR HELP (IIC) *****

	YES RESPONSES		
	M%	F%	T%
46.IMPROVING STUDY SKILLS	63	68	66
47.IMPROVING READING SKILLS	62	65	64
48.IMPROVING MATH SKILLS	69	71	70
49.CHOOSING COURSES	40	44	42
50.DISCUSSING PERSONAL CONCERNS	55	52	54
51.DISCUSSING HEALTH PROBLEMS	46	47	47
52.MAKING CAREER PLANS	63	63	63
53.OBTAINING MONEY FOR EDUCATION	55	46	51
54.FINDING AFTER-SCHOOL OR SUMMER WORK	73	66	69
N (STUDY SKILLS ITEM)	118	122	240

GRADE 8

TABLE 8. ***** PERCEIVED NEEDS FOR HELP (IIC) *****

	YES RESPONSES		
	M%	F%	T%
46.IMPROVING STUDY SKILLS	71	72	71
47.IMPROVING READING SKILLS	63	68	65
48.IMPROVING MATH SKILLS	69	72	70
49.CHOOSING COURSES	53	58	55
50.DISCUSSING PERSONAL CONCERNS	48	50	49
51.DISCUSSING HEALTH PROBLEMS	47	46	47
52.MAKING CAREER PLANS	64	73	68
53.OBTAINING MONEY FOR EDUCATION	60	68	64
54.FINDING AFTER-SCHOOL OR SUMMER WORK	65	75	70
N (STUDY SKILLS ITEM)	117	102	219

GRADE 9

TABLE 8. ***** PERCEIVED NEEDS FOR HELP (IIC) *****

	YES RESPONSES		
	M%	F%	T%
46.IMPROVING STUDY SKILLS	76	71	73
47.IMPROVING READING SKILLS	63	67	65
48.IMPROVING MATH SKILLS	67	74	70
49.CHOOSING COURSES	56	56	56
50.DISCUSSING PERSONAL CONCERNS	42	50	46
51.DISCUSSING HEALTH PROBLEMS	39	42	41
52.MAKING CAREER PLANS	61	61	61
53.OBTAINING MONEY FOR EDUCATION	61	62	62
54.FINDING AFTER-SCHOOL OR SUMMER WORK	74	74	74
N (STUDY SKILLS ITEM)	112	119	231

TABLE 9. ***** REACTIONS TO CAREER GUIDANCE EXPERIENCES (IV) ITEM RESPONSES *****

SHOW HOW YOU FEEL ABOUT THE CAREER PLANNING HELP PROVIDED AT YOUR SCHOOL

ITEM 39 FILE OF JOB DESCRIPTIONS, PAMPHLETS, OR BOOKS ON JOBS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	30	29	29
B.OF LITTLE HELP	35	28	31
C.OF SOME HELP	22	24	23
D.A LOT OF HELP	13	20	16
N	124	127	251

ITEM 40 FILMS ON JOBS, TALKS BY WORKERS, CAREER DAYS, TOURS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	20	27	24
B.OF LITTLE HELP	26	27	26
C.OF SOME HELP	28	32	30
D.A LOT OF HELP	26	14	20
N	124	126	250

ITEM 41 CLASS DISCUSSION BY TEACHERS OF JOBS RELATED TO SUBJECTS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	31	30	31
B.OF LITTLE HELP	25	29	27
C.OF SOME HELP	30	24	27
D.A LOT OF HELP	14	17	16
N	123	126	249

ITEM 42 DISCUSSION WITH COUNSELOR OF EDUCATION AND JOB PLANS AFTER HIGH SCHOOL.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	36	34	35
B.OF LITTLE HELP	23	22	23
C.OF SOME HELP	23	23	23
D.A LOT OF HELP	16	20	19
N	124	125	249

ITEM 43 MEETINGS WITH SMALL GROUPS TO DISCUSS WHAT WE WANT FROM JOB, EDUCATION PLANS, ETC.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	26	26	27
B.OF LITTLE HELP	38	27	33
C.OF SOME HELP	21	19	20
D.A LOT OF HELP	15	26	20
N	120	125	245

ITEM 44 OVERALL, HOW MUCH HELP HAS YOUR SCHOOL GIVEN YOU?

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	15	18	17
B.LITTLE HELP	26	32	29
C.SOME HELP	29	30	29
D.A LOT OF HELP	30	20	25
N	117	125	242

ITEM 45 DO YOU FEEL YOU CAN SEE A COUNSELOR WHEN YOU WANT TO OR NEED TO?

	M%	F%	T%
A.HARDLY EVER	23	34	29
B.USUALLY	32	25	28
C.ALMOST ALWAYS	27	24	26
D.DO NOT HAVE A COUNSELOR	18	16	17
N	117	123	240

TABLE 9. ***** REACTIONS TO CAREER GUIDANCE EXPERIENCES (IV) ITEM RESPONSES *****

W-21

SHOW HOW YOU FEEL ABOUT THE CAREER PLANNING HELP PROVIDED AT YOUR SCHOOL

ITEM 39 FILE OF JOB DESCRIPTIONS, PAMPHLETS, OR BOOKS ON JOBS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	21	25	23
B.OF LITTLE HELP	28	20	24
C.OF SOME HELP	27	31	29
D.A LOT OF HELP	24	24	24
N	121	104	225

ITEM 40 FILMS ON JOBS, TALKS BY WORKERS, CAREER DAYS, TOURS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	23	17	20
B.OF LITTLE HELP	28	33	30
C.OF SOME HELP	24	31	27
D.A LOT OF HELP	25	16	22
N	119	103	222

ITEM 41 CLASS DISCUSSION BY TEACHERS OF JOBS RELATED TO SUBJECTS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	15	17	16
B.OF LITTLE HELP	26	25	26
C.OF SOME HELP	35	39	37
D.A LOT OF HELP	24	19	22
N	120	102	222

ITEM 42 DISCUSSION WITH COUNSELOR OF EDUCATION AND JOB PLANS AFTER HIGH SCHOOL.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	39	47	43
B.OF LITTLE HELP	29	20	25
C.OF SOME HELP	17	18	17
D.A LOT OF HELP	15	16	15
N	119	102	221

ITEM 43 MEETINGS WITH SMALL GROUPS TO DISCUSS WHAT WE WANT FROM JOB, EDUCATION PLANS, ETC.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	26	24	25
B.OF LITTLE HELP	27	33	30
C.OF SOME HELP	31	25	28
D.A LOT OF HELP	16	18	17
N	119	104	223

ITEM 44 OVERALL, HOW MUCH HELP HAS YOUR SCHOOL GIVEN YOU?

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	16	7	12
B.LITTLE HELP	20	24	22
C.SOME HELP	38	41	39
D.A LOT OF HELP	26	28	27
N	116	103	219

ITEM 45 DO YOU FEEL YOU CAN SEE A COUNSELOR WHEN YOU WANT TO OR NEED TO?

	M%	F%	T%
A.HARDLY EVER	23	20	22
B.USUALLY	43	39	41
C.ALMOST ALWAYS	22	27	24
D.DO NOT HAVE A COUNSELOR	12	14	13
N	116	102	218

TABLE 9. ***** REACTIONS TO CAREER GUIDANCE EXPERIENCES (IV) ITEM RESPONSES *****

SHOW HOW YOU FEEL ABOUT THE CAREER PLANNING HELP PROVIDED AT YOUR SCHOOL

ITEM 39 FILE OF JOB DESCRIPTIONS, PAMPHLETS, OR BOOKS ON JOBS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	26	23	24
B.OF LITTLE HELP	26	30	28
C.OF SOME HELP	27	35	31
D.A LOT OF HELP	21	12	17
N	113	117	230

ITEM 40 FILMS ON JOBS, TALKS BY WORKERS, CAREER DAYS, TOURS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	25	22	24
B.OF LITTLE HELP	29	24	27
C.OF SOME HELP	30	34	32
D.A LOT OF HELP	16	20	18
N	113	116	229

ITEM 41 CLASS DISCUSSION BY TEACHERS OF JOBS RELATED TO SUBJECTS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	23	18	21
B.OF LITTLE HELP	27	25	26
C.OF SOME HELP	27	42	34
D.A LOT OF HELP	23	15	19
N	113	116	229

ITEM 42 DISCUSSION WITH COUNSELOR OF EDUCATION AND JOB PLANS AFTER HIGH SCHOOL.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	36	40	38
B.OF LITTLE HELP	21	21	21
C.OF SOME HELP	24	22	23
D.A LOT OF HELP	19	17	18
N	113	116	229

ITEM 43 MEETINGS WITH SMALL GROUPS TO DISCUSS WHAT WE WANT FROM JOB, EDUCATION PLANS, ETC.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	37	38	37
B.OF LITTLE HELP	19	19	19
C.OF SOME HELP	24	27	26
D.A LOT OF HELP	20	16	18
N	114	117	231

ITEM 44 OVERALL, HOW MUCH HELP HAS YOUR SCHOOL GIVEN YOU?

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	19	13	16
B.LITTLE HELP	24	25	24
C.SOME HELP	32	40	36
D.A LOT OF HELP	26	22	24
N	113	117	230

ITEM 45 DO YOU FEEL YOU CAN SEE A COUNSELOR WHEN YOU WANT TO OR NEED TO?

	M%	F%	T%
A.HARDLY EVER	25	16	20
B.USUALLY	33	34	33
C.ALMOST ALWAYS	28	39	34
D.DO NOT HAVE A COUNSELOR	14	12	13
N	113	116	229

```
                 GRADES 7-9

            DISTRIBUTION OF SCORES ON RELEVANCE-1

ITEM     N SCORES     (%)
  1           0       0.0
  2           0       0.0
  3           0       0.0
  4           1       0.5
  5           3       1.6
  6          10       5.3
  7          17       9.0
  8          28      14.9
  9          47      25.0
 10          82      43.6

             HISTOGRAM FOR GRADES 7-9 SCORES ON RELEVANCE-1
ITEM

    ...............25|.............50|..............75|..............100
                     |               |                |               |
  1                  |               |                |               |
                     |               |                |               |
  2                  |               |                |               |
                     |               |                |               |
  3                  |               |                |               |
                     |               |                |               |
  4                  |               |                |               |
                     |               |                |               |
  5 X                |               |                |               |
                     |               |                |               |
  6 XXX              |               |                |               |
                     |               |                |               |
  7 XXXXX            |               |                |               |
                     |               |                |               |
  8 XXXXXXXXX        |               |                |               |
                     |               |                |               |
  9 XXXXXXXXXXXXXXXX |               |                |               |
                     |               |                |               |
 10 XXXXXXXXXXXXXXXXXXXXXXXXXXXX     |                |               |
    ...............25|.............50|..............75|..............100

THERE WERE  188  ENTRIES ON THIS FILE
```

GRADES 7-9

DISTRIBUTION OF SCORES ON RELEVANCE-2

ITEM	N SCORES	(%)
1	5	2.6
2	0	0.0
3	7	3.7
4	5	2.6
5	6	3.2
6	4	2.1
7	8	4.2
8	4	2.1
9	6	3.2
10	7	3.7
11	13	6.8
12	6	3.2
13	16	8.4
14	21	11.1
15	28	14.7
16	19	10.0
17	15	7.9
18	9	4.7
19	1	0.5
20	1	0.5

```
         HISTOGRAM FOR GRADES 7-9 SCORES ON RELEVANCE-2
ITEM

   ...............25..............50..............75..............100
                    |              |              |               |
 1 X                |              |              |               |
 2                  |              |              |               |
 3 XX               |              |              |               |
 4 X                |              |              |               |
 5 XX               |              |              |               |
 6 X                |              |              |               |
 7 XX               |              |              |               |
 8 X                |              |              |               |
 9 XX               |              |              |               |
10 XX               |              |              |               |
11 XXXX             |              |              |               |
12 XX               |              |              |               |
13 XXXXX            |              |              |               |
14 XXXXXXX          |              |              |               |
15 XXXXXXXXX        |              |              |               |
16 XXXXXX           |              |              |               |
17 XXXXX            |              |              |               |
18 XXX              |              |              |               |
19                  |              |              |               |
20                  |              |              |               |
   ...............25|.............50|.............75|.............100

THERE WERE  190  ENTRIES ON THIS FILE
```

GRADE 7

DISTRIBUTION OF SCORES ON WORK HABITS

ITEM	N SCORES	(%)
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
6	0	0.0
7	0	0.0
8	0	0.0
9	0	0.0
10	0	0.0
11	2	2.4
12	2	2.4
13	1	1.2
14	1	1.2
15	4	4.8
16	4	4.8
17	8	9.6
18	21	25.3
19	22	26.5
20	18	21.7

```
        HISTOGRAM FOR GRADE 7 SCORES ON WORK HABITS
ITEM

  ...............25..............50..............75..............100

 1
 2
 3
 4
 5
 6
 7
 8
 9
10
11 X
12 X
13
14
15 XXX
16 XXX
17 XXXXXX
18 XXXXXXXXXXXXXXXX
19 XXXXXXXXXXXXXXXXX
20 XXXXXXXXXXXXXX
  ...............25..............50..............75..............100

THERE WERE  83  ENTRIES ON THIS FILE
```

```
GRADE 8

           DISTRIBUTION OF SCORES ON WORK HABITS

ITEM   N SCORES   (%)
  1        0       0.0
  2        0       0.0
  3        0       0.0
  4        0       0.0
  5        0       0.0
  6        0       0.0
  7        0       0.0
  8        0       0.0
  9        0       0.0
 10        0       0.0
 11        0       0.0
 12        0       0.0
 13        2       4.3
 14        0       0.0
 15        2       4.3
 16        2       4.3
 17       16      34.8
 18        8      17.4
 19        6      13.0
 20       10      21.7
```

```
            HISTOGRAM FØR GRADE 8 SCORES ON WORK HABITS
 ITEM

    ...............25...............50...............75...............100

  1
  2
  3
  4
  5
  6
  7
  8
  9
 10
 11
 12
 13 XX
 14
 15 XX
 16 XX
 17 XXXXXXXXXXXXXXXXXXXXXX
 18 XXXXXXXXXXX
 19 XXXXXXXX
 20 XXXXXXXXXXXXXX

    ...............25...............50...............75...............100

THERE WERE  46  ENTRIES ON THIS FILE
```

```
      GRADE 9


    DISTRIBUTION OF SCORES ON WORK HABITS

ITEM    N SCORES    (%)
  1         0        0.0
  2         0        0.0
  3         0        0.0
  4         0        0.0
  5         0        0.0
  6         0        0.0
  7         0        0.0
  8         0        0.0
  9         0        0.0
 10         0        0.0
 11         0        0.0
 12         0        0.0
 13         0        0.0
 14         1        1.6
 15         2        3.3
 16         5        8.2
 17         7       11.5
 18        21       34.4
 19        16       26.2
 20         9       14.8
```

```
               HISTOGRAM FOR GRADE 9 SCORES ON WORK HABITS
ITEM

    ..............25|.............50|.............75|.............100
  1
  2
  3
  4
  5
  6
  7
  8
  9
 10
 11
 12
 13
 14 X
 15 XX
 16 XXXXX
 17 XXXXXXX
 18 XXXXXXXXXXXXXXXXXXXXXX
 19 XXXXXXXXXXXXXXXXX
 20 XXXXXXXXX
    ..............25|.............50|.............75|.............100

THERE WERE  61  ENTRIES ON THIS FILE
```

APPENDIX

CAREER EDUCATION

CENTRAL HIGH SCHOOL

PROFILE

1075-1976

Jefferson County Public Schools

Louisville, Kentucky

TABLE 10. OCCUPATIONAL CHARACTERISTICS (IA1)

NUMBER	MALE		FEMALE		TOTAL	
CORRECT	%	CUM%	%	CUM%	%	CUM%
52-54	1	100	0	100	0	100
49-51	7	99	5	100	6	100
46-48	9	93	12	95	11	94
43-45	21	84	16	83	19	83
40-42	15	62	19	67	17	64
37-39	13	47	12	48	12	47
34-36	7	34	9	36	8	35
31-33	11	27	4	27	8	27
28-30	4	16	5	23	4	19
25-27	3	12	4	18	3	15
22-24	3	9	5	15	4	11
19-21	1	5	4	10	2	7
16-18	1	5	2	6	2	5
13-15	3	4	2	4	2	4
10-12	0	1	1	2	0	1
7-9	1	1	1	1	1	1
4-6	0	0	0	1	0	0
1-3	0	0	1	1	0	0
0	0	0	0	0	0	0
N	183		165		348	
% COMPLETING	92		87		90	
MEAN	38.07		35.89		37.51	
S D	8.81		9.32		9.31	

TABLE 11. OCCUPATIONAL PREPARATION REQUIREMENTS (IA2)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
18	1	100	1	100	1	100
17	1	99	2	99	1	99
16	6	98	4	98	5	98
15	10	92	11	94	10	93
14	12	82	15	83	14	82
13	14	70	13	66	14	68
12	13	56	8	54	11	55
11	10	43	13	46	12	44
10	13	32	9	33	11	33
9	7	19	7	24	7	22
8	3	13	3	17	3	15
7	3	9	4	14	3	12
6	1	6	5	10	3	8
5	2	5	2	5	2	5
4	1	3	3	4	2	3
3	1	2	1	1	1	1
2	0	1	0	0	0	1
1	1	1	0	0	1	1
0	0	0	0	0	0	0
N	183		164		347	
% COMPLETING	96		95		95	
MEAN	11.70		11.52		11.62	
S D	3.10		3.24		3.16	

TABLE 12. GENERAL SUMMARY OF EXPLORATORY OCCUPATIONAL EXPERIENCES (IB)

RESPONSE AVERAGE	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
2.8-3.0	0	100	0	100	0	100
2.7	1	100	0	100	0	100
2.6	0	99	0	100	0	100
2.5	1	99	1	100	1	100
2.4	2	99	1	99	2	99
2.3	5	97	1	97	3	97
2.2	6	92	6	96	6	94
2.1	8	85	4	90	6	88
2.0	13	78	11	86	12	81
1.9	10	64	18	74	14	69
1.8	12	54	10	56	11	55
1.7	13	42	12	46	12	44
1.6	17	29	13	34	15	32
1.5	6	13	10	21	8	17
1.4	3	6	5	11	4	9
1.3	3	4	5	5	4	5
1.0-1.2	1	1	1	1	1	1
N	156		141		297	
% COMPLETING	77		78		77	
MEAN	1.84		1.76		1.81	

TABLE 15.

EXPLORATORY OCCUPATIONAL EXPERIENCES (IB) RELATED TO OCCUPATIONAL CLUSTERS

RESPONSE AVERAGE	SOCIAL, HEALTH, & PERSONAL SERVICES TOTAL		BUSINESS SALES & MANAGEMENT TOTAL		BUSINESS OPERATIONS TOTAL	
	%	CUM%	%	CUM%	%	CUM%
2.8-3.0	1	100	1	100	0	100
2.7	0	99	0	99	1	100
2.6	1	98	1	99	1	99
2.5	4	97	2	98	3	98
2.4	2	93	3	96	1	95
2.3	7	91	5	93	4	94
2.2	5	84	5	88	3	91
2.1	9	79	8	82	12	87
2.0	7	69	8	75	4	75
1.9	17	63	12	67	14	71
1.8	9	45	7	54	6	58
1.7	12	37	13	47	12	51
1.6	6	25	5	34	7	39
1.5	9	20	13	29	13	32
1.4	3	11	6	15	5	19
1.3	6	8	6	9	8	15
1.0-1.2	2	2	4	4	7	7
N	297		297		297	
% COMPLETING	82		81		81	
MEAN	1.88		1.81		1.76	
S D	.36		.35		.36	

RESPONSE AVERAGE	TECHNOLOGIES & TRADES TOTAL %	CUM%	NATURAL, SOCIAL, & MEDICAL SCIENCES TOTAL %	CUM%	CREATIVE & APPLIED ARTS TOTAL %	CUM%
3.0	1	100	0	100	1	100
2.7	3	99	0	100	3	99
2.6	3	96	1	100	2	97
2.5	3	93	1	99	3	94
2.4	2	90	1	98	3	92
2.3	7	87	4	97	5	86
2.2	4	80	4	94	5	83
2.1	9	76	8	90	11	78
2.0	4	67	6	81	6	67
1.9	9	63	12	75	10	60
1.8	4	54	6	63	8	50
1.7	10	50	13	57	14	43
1.6	3	40	6	45	7	28
1.5	10	37	13	38	8	21
1.4	4	27	6	26	4	13
1.3	12	23	10	20	3	8
1.2	10	10	9	9	5	5
	297		298		298	
	82		82		81	
		1.80		1.70		1.87
		.46		.35		.39

TABLE 10. OCCUPATIONAL CHARACTERISTICS (IA1)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
52-54	2	100	0	100	1	100
49-51	12	98	7	100	10	99
46-48	13	85	13	93	13	89
43-45	16	72	25	80	20	76
40-42	12	56	16	55	14	56
37-39	9	45	11	39	10	42
34-36	7	35	6	28	7	32
31-33	2	28	6	22	4	25
28-30	4	26	2	16	3	21
25-27	3	22	2	15	2	19
22-24	2	19	2	13	2	16
19-21	7	17	2	11	4	14
16-18	3	10	4	9	3	10
13-15	5	7	1	5	3	6
10-12	2	2	2	4	2	3
7-9	0	0	1	2	0	1
4-6	0	0	1	1	0	0
1-3	0	0	0	0	0	0
0	0	0	0	0	0	0
N	137		122		259	
% COMPLETING	82		90		85	
MEAN	37.21		38.24		37.69	
S D	11.59		10.20		10.95	

TABLE 11. OCCUPATIONAL PREPARATION REQUIREMENTS (IA2)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
18	2	100	0	100	1	100
17	2	98	2	100	2	99
16	6	96	8	98	7	97
15	10	90	12	89	11	90
14	11	79	16	77	13	78
13	18	68	9	61	14	65
12	12	50	8	52	10	51
11	6	38	12	44	9	41
10	8	32	9	31	9	32
9	1	24	5	22	3	23
8	2	23	5	17	4	20
7	3	21	2	12	2	17
6	3	18	2	11	3	14
5	4	15	2	8	4	12
4	4	10	2	6	4	8
3	4	6	2	3	4	5
2	0	1	1	1	0	1
1	1	1	0	0	1	1
0	0	0	0	0	0	0
N	136		121		257	
% COMPLETING	91		95		93	
MEAN	11.29		11.67		11.47	
S D	4.06		3.53		3.81	

TABLE 12. GENERAL SUMMARY OF EXPLORATORY OCCUPATIONAL EXPERIENCES (IB)

RESPONSE AVERAGE	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
2.8-3.0	2	100	0	100	1	100
2.7	0	98	0	100	0	99
2.6	2	98	0	100	1	99
2.5	5	96	0	100	3	98
2.4	4	91	1	100	3	95
2.3	2	87	3	99	3	92
2.2	7	85	9	95	8	90
2.1	7	78	9	86	8	82
2.0	22	71	26	77	24	74
1.9	13	48	9	51	11	50
1.8	8	35	15	42	11	38
1.7	12	27	8	27	10	27
1.6	6	15	3	19	5	17
1.5	5	9	7	15	5	12
1.4	3	4	5	8	4	6
1.3	1	1	2	3	2	2
1.0-1.2	0	0	1	1	1	1
N	99		86		185	
% COMPLETING	82		64		63	
MEAN	1.98		1.88		1.92	
S D	.32		.26		.30	

TABLE 15

EXPLORATORY OCCUPATIONAL EXPERIENCES (IB) RELATED TO OCCUPATIONAL CLUSTERS

RESPONSE AVERAGE	SOCIAL, HEALTH, & PERSONAL SERVICES TOTAL		BUSINESS SALES & MANAGEMENT TOTAL		BUSINESS OPERATIONS TOTAL	
	%	CUM%	%	CUM%	%	CUM%
2.8-3.0	2	100	2	100	1	100
2.7	1	98	1	98	1	99
2.6	1	97	1	97	1	98
2.5	6	96	4	97	4	97
2.4	4	90	2	92	2	94
2.3	9	86	9	91	5	92
2.2	4	77	8	82	6	86
2.1	15	74	12	74	13	80
2.0	5	59	9	62	11	65
1.9	14	54	14	53	12	54
1.8	9	40	7	39	8	42
1.7	8	31	10	32	10	34
1.6	4	23	4	23	4	24
1.5	10	19	8	19	8	20
1.4	3	9	3	11	2	12
1.3	4	7	5	8	8	10
1.0-1.2	3	3	3	3	2	2
N	185		185		185	
% COMPLETING	66		67		63	
MEAN	1.94		1.92		1.89	
S D	.38		.37		.35	

RESPONSE AVERAGE	TECHNOLOGIES & TRADES TOTAL		NATURAL, SOCIAL, & MEDICAL SCIENCES TOTAL		CREATIVE & APPLIED ARTS TOTAL	
	%	CUM%	%	CUM%	%	CUM%
3.0	3	100	2	100	2	100
2.7	1	97	4	98	2	98
2.6	5	96	2	95	2	96
2.5	6	91	1	93	4	94
2.4	3	84	2	92	4	90
2.3	5	82	8	90	5	85
2.2	3	77	3	82	11	81
2.1	9	74	9	79	13	70
2.0	11	65	5	70	10	57
1.9	13	54	11	64	11	47
1.8	4	41	8	54	4	36
1.7	9	37	12	46	11	31
1.6	3	28	7	34	5	20
1.5	6	25	10	26	8	15
1.4	5	18	3	17	2	7
1.3	6	13	9	14	3	5
1.2	6	7	5	5	2	2
	182		185		185	
	67		67		66	
	1.91		1.84		1.97	
	.45		.41		.37	

TABLE 10. OCCUPATIONAL CHARACTERISTICS (IA1)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
52-54	0	100	0	100	0	100
49-51	1	100	1	100	1	100
46-48	3	99	1	99	2	99
43-45	4	96	1	98	2	97
40-42	8	92	5	97	6	95
37-39	12	84	20	92	16	88
34-36	12	72	8	72	10	72
31-33	11	60	22	64	17	62
28-30	15	49	12	42	13	45
25-27	9	35	15	30	13	32
22-24	4	25	6	14	5	19
19-21	13	21	6	8	9	14
16-18	5	8	1	2	3	5
13-15	3	3	0	1	1	2
10-12	0	0	1	1	1	1
7-9	0	0	0	0	0	0
4-6	0	0	0	0	0	0
1-3	0	0	0	0	0	0
0	0	0	0	0	0	0
N	75		97		172	
% COMPLETING	84		91		88	
MEAN	30.57		31.47		31.12	
S D	8.44		6.77		7.55	

TABLE 11. OCCUPATIONAL PREPARATION REQUIREMENTS (IA2)

NUMBER CORRECT	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
18	0	100	0	100	0	100
17	0	100	0	100	0	100
16	0	100	0	100	0	100
15	1	100	3	100	2	100
14	15	99	6	97	10	98
13	8	84	7	91	8	88
12	13	76	12	84	13	80
11	11	63	15	71	13	67
10	12	52	13	56	13	54
9	9	40	21	42	16	41
8	8	31	9	22	9	26
7	9	23	4	12	6	17
6	8	13	4	8	6	10
5	3	5	2	4	2	5
4	1	3	1	2	1	2
3	1	1	1	1	1	1
2	0	0	0	0	0	0
1	0	0	0	0	0	0
0	0	0	0	0	0	0
N	75		97		172	
% COMPLETING	96		98		97	
MEAN	10.11		10.10		10.10	
S D	2.91		2.47		2.66	

TABLE 12. GENERAL SUMMARY OF EXPLORATORY OCCUPATIONAL EXPERIENCES (IB)

RESPONSE AVERAGE	MALE %	MALE CUM%	FEMALE %	FEMALE CUM%	TOTAL %	TOTAL CUM%
2.8-3.0	0	100	1	100	1	100
2.7	0	100	0	99	0	99
2.6	0	100	0	99	0	99
2.5	0	100	0	99	0	99
2.4	2	100	3	99	2	99
2.3	4	98	1	96	2	97
2.2	4	94	7	94	6	94
2.1	9	91	10	88	10	89
2.0	28	81	22	78	25	79
1.9	21	53	13	56	16	54
1.8	9	32	11	43	10	38
1.7	11	23	11	32	11	28
1.6	2	11	8	21	6	17
1.5	2	9	6	13	4	11
1.4	6	8	4	7	5	7
1.3	0	2	0	3	0	2
1.0-1.2	2	2	3	3	2	2
N	53		72		125	
% COMPLETING	52		49		51	
MEAN	1.89		1.88		1.88	
S D	.25		[illegible]		.27	

TABLE 15

EXPLORATORY OCCUPATIONAL EXPERIENCES (IB) RELATED TO OCCUPATIONAL CLUSTERS

RESPONSE AVERAGE	SOCIAL, HEALTH, & PERSONAL SERVICES TOTAL %	CUM%	BUSINESS SALES & MANAGEMENT TOTAL %	CUM%	BUSINESS OPERATIONS TOTAL %	CUM%
2.8-3.0	1	100	2	100	1	100
2.7	1	99	0	98	0	99
2.6	2	98	1	98	2	99
2.5	2	96	1	98	2	98
2.4	2	94	4	97	3	96
2.3	10	92	6	93	8	93
2.2	8	82	2	87	4	85
2.1	9	74	18	85	14	81
2.0	8	65	12	66	10	67
1.9	20	57	12	54	18	57
1.8	10	37	9	42	12	40
1.7	10	27	8	34	11	27
1.6	2	17	6	26	2	16
1.5	8	16	10	19	4	14
1.4	2	8	4	9	2	10
1.3	2	6	3	5	4	7
1.0-1.2	3	3	2	2	3	3
N	126		125		124	
% COMPLETING	62		59		60	
MEAN		1.93		1.88		1.91
S.D.		.35		.33		.33

RESP AVER.	TECHNOLOGIES & TRADES TOTAL %	CUM%	NATURAL, SOCIAL, & MEDICAL SCIENCES TOTAL %	CUM%	CREATIVE & APPLIED ARTS TOTAL %	CUM%
3.	0	100	0	100	1	100
2.7	2	100	1	100	0	99
2.6	2	98	0	99	2	99
2.5	1	96	0	99	1	98
2.4	2	95	4	99	4	97
2.3	5	94	6	95	9	93
2.2	6	89	3	89	6	84
2.1	15	83	13	86	10	79
2.0	6	68	7	72	11	69
1.9	13	62	17	65	17	58
1.8	7	49	9	48	9	41
1.7	9	42	8	40	11	33
1.6	8	33	6	32	8	21
1.5	8	25	5	25	7	13
1.4	5	17	4	21	2	6
1.3	6	12	7	17	2	4
1.2	6	6	10	10	2	2
	125		126		126	
	59		60		57	
		1.83		1.79		1.90
		.38		.37		.32

TABLE 2. ***** OCCUPATIONAL PREFERENCES (IIB2) *****

	FIRST JOB FAMILY CHOICE			SECOND JOB FAMILY CHOICE		
	M%	F%	T%	M%	F%	T%
BUSINESS SALES & MANAGEMENT						
A.PROMOTION & DIRECT CONTACT SALES	2	3	3	3	6	4
B.MANAGEMENT & PLANNING	8	3	5	7	3	5
C.RETAIL SALES & SERVICES	2	1	1	2	3	2
BUSINESS OPERATIONS						
D.CLERICAL & SECRETARIAL WORK	0	17	8	1	11	6
E.PAYING, RECEIVING, & BOOKKEEPING	5	5	5	3	3	3
F.OFFICE MACHINE OPERATION	3	3	3	1	3	2
G.STORAGE, DISPATCHING, & DELIVERY	3	0	2	2	0	1
TECHNOLOGIES & TRADES						
H.HUMAN SERVICES CRAFTS	2	1	2	1	3	4
I.REPAIR, SERVICE HOME/OFFICE EQUIP	3	0	1	3	0	2
J.GROWING-CARING FOR PLANTS/ANIMALS	6	3	5	8	1	5
K.CONSTRUCTION & MAINTENANCE	5	0	3	6	2	4
L.TRANSPORT EQUIPMENT OPERATION	1	1	1	2	1	1
M.MACHINE OPERATION,SERVICE,REPAIR	14	1	7	13	0	6
N.ENGINEERING, APPLIED TECHNOLOGIES	8	1	5	13	1	7
NATURAL, SOCIAL, & MEDICAL SCIENCES						
O.NATURAL SCIENCES & MATHEMATICS	5	5	5	3	2	3
P.MEDICINE & MEDICAL TECHNOLOGIES	6	12	9	5	10	7
Q.SOCIAL SCIENCES & LEGAL SERVICES	5	6	5	3	5	4
CREATIVE & APPLIED ARTS						
R.CREATIVE ARTS	5	3	4	6	7	6
S.APPLIED ARTS (VERBAL)	1	2	1	1	5	3
T.APPLIED ARTS (VISUAL)	6	7	7	4	8	6
U.POPULAR ENTERTAINMENT	1	3	2	1	1	1
SOCIAL, HEALTH, & PERSONAL SERVICES						
V.EDUCATION & SOCIAL SERVICES	4	8	6	3	10	7
W.NURSING & HUMAN CARE	1	13	7	1	10	5
X.PERSONAL & HOUSEHOLD SERVICES	0	4	2	0	2	1
Y.LAW ENFORCING/PROTECTIVE SERVICES	5	0	2	7	0	4
N	154	149	303	151	145	296

TABLE 3. CERTAINTY OF OCCUPATIONAL PREFERENCES (IIB3)

HOW SURE ARE YOU THAT YOUR FIRST JOB CHOICE WILL BE THE SAME IN A YEAR?

	M%	F%	T%
A. VERY SURE	31	28	30
B. FAIRLY SURE	47	51	49
C. NOT SURE AT ALL	22	21	21
N	157	149	306

TABLE 7. ***** SELF-EVALUATION OF CAREER PLANNING (IIIB4B) ITEMS RESPONSES *****

ITEM 33 HAVE YOU GIVEN MUCH THOUGHT AS TO WHY YOUR 1ST TWO JOB CHOICES ARE RIGHT FOR YOU?

	M%	F%	T%
A. A LITTLE	23	17	20
B. SOME	33	38	36
C. A LOT	44	45	44
N	169	156	325

ITEM 34 IS THE AMOUNT OF EDUCATION YOU ARE PLANNING IN LINE WITH WHAT IS NEEDED FOR THE JOBS?

	M%	F%	T%
A. YES	54	58	56
B. NOT SURE	35	35	35
C. PROBABLY NOT	11	8	10
N	168	156	324

ITEM 35 WILL THE TWO JOBS HELP YOU OBTAIN WHAT YOU WANT OUT OF LIFE?

	M%	F%	T%
A. YES	62	58	60
B. NOT SURE	27	38	32
C. PROBABLY NOT	12	4	8
N	169	156	325

ITEM 36 HOW SURE ARE YOU OF STEPS TO PREPARE FOR AND ENTER EACH OF THE TWO JOBS?

	M%	F%	T%
A. DO NOT KNOW WHERE TO BEGIN	17	15	16
B. HAVE SOME IDEA	40	47	44
C. STEPS PRETTY CLEAR	30	28	29
D. STEPS QUITE CLEAR	14	10	12
N	169	156	325

ITEM 37 DO YOU FEEL YOU WILL BE ABLE TO COMPLETE THE NECESSARY STEPS FOR AT LEAST ONE OF THE JOBS?

	M%	F%	T%
A. YES	73	73	73
B. NOT SURE	20	24	22
C. PROBABLY NOT	7	5	5
N	168	155	323

ITEM 38 WOULD YOU SAY THAT YOUR JOB FUTURE IS ---

	M%	F%	T%
A. BRIGHT?	60	61	60
B. DARK?	4	4	4
C. UNCERTAIN?	36	35	35
N	168	156	324

TABLE 2. ***** OCCUPATIONAL PREFERENCES (IIB2) *****

	FIRST JOB FAMILY CHOICE			SECOND JOB FAMILY CHOICE		
	M%	F%	T%	M%	F%	T%
BUSINESS SALES & MANAGEMENT						
A.PROMOTION & DIRECT CONTACT SALES	1	2	1	4	3	3
B.MANAGEMENT & PLANNING	12	1	6	11	4	7
C.RETAIL SALES & SERVICES	1	1	1	3	3	3
BUSINESS OPERATIONS						
D.CLERICAL & SECRETARIAL WORK	0	12	6	1	6	4
E.PAYING, RECEIVING, & BOOKKEEPING	4	4	4	2	5	3
F.OFFICE MACHINE OPERATION	3	2	2	3	4	3
G.STORAGE, DISPATCHING, & DELIVERY	1	1	1	2	0	1
TECHNOLOGIES & TRADES						
H.HUMAN SERVICES CRAFTS	1	1	1	1	5	3
I.REPAIR, SERVICE HOME/OFFICE EQUIP	2	0	1	2	0	1
J.GROWING-CARING FOR PLANTS/ANIMALS	7	5	6	3	8	5
K.CONSTRUCTION & MAINTENANCE	7	0	3	6	0	3
L.TRANSPORT EQUIPMENT OPERATION	2	0	1	2	0	1
M.MACHINE OPERATION,SERVICE,REPAIR	4	0	2	6	0	3
N.ENGINEERING, APPLIED TECHNOLOGIES	12	0	6	5	3	4
NATURAL, SOCIAL, & MEDICAL SCIENCES						
O.NATURAL SCIENCES & MATHEMATICS	6	5	5	6	4	5
P.MEDICINE & MEDICAL TECHNOLOGIES	11	17	14	8	10	9
Q.SOCIAL SCIENCES & LEGAL SERVICES	3	9	6	12	6	9
CREATIVE & APPLIED ARTS						
R.CREATIVE ARTS	5	2	3	3	1	2
S.APPLIED ARTS (VERBAL)	3	1	2	4	0	2
T.APPLIED ARTS (VISUAL)	5	6	5	5	9	7
U.POPULAR ENTERTAINMENT	4	0	2	8	0	4
SOCIAL, HEALTH, & PERSONAL SERVICES						
V.EDUCATION & SOCIAL SERVICES	2	14	8	3	11	7
W.NURSING & HUMAN CARE	0	13	7	0	11	6
X.PERSONAL & HOUSEHOLD SERVICES	0	5	2	0	5	2
Y.LAW ENFORCING/PROTECTIVE SERVICES	4	0	2	3	2	2
N	100	104	204	103	108	211

TABLE 6. CERTAINTY OF OCCUPATIONAL PREFERENCES (IIB3)

HOW SURE ARE YOU THAT YOUR FIRST JOB CHOICE WILL BE THE SAME IN A YEAR?

	M%	F%	T%
A. VERY SURE	33	39	36
B. FAIRLY SURE	44	41	42
C. NOT SURE AT ALL	23	21	22
N	106	111	217

TABLE 7. ***** SELF-EVALUATION OF CAREER PLANNING (IIIB4B) ITEMS RESPONSES *****

ITEM 33 HAVE YOU GIVEN MUCH THOUGHT AS TO WHY YOUR 1ST TWO JOB CHOICES ARE RIGHT FOR YOU?

	M%	F%	T%
A. A LITTLE	22	16	19
B. SOME	34	37	36
C. A LOT	44	47	45
N	116	105	221

ITEM 34 IS THE AMOUNT OF EDUCATION YOU ARE PLANNING IN LINE WITH WHAT IS NEEDED FOR THE JOBS?

	M%	F%	T%
A. YES	60	54	57
B. NOT SURE	28	27	27
C. PROBABLY NOT	12	19	15
N	118	105	223

ITEM 35 WILL THE TWO JOBS HELP YOU OBTAIN WHAT YOU WANT OUT OF LIFE?

	M%	F%	T%
A. YES	55	67	61
B. NOT SURE	36	23	30
C. PROBABLY NOT	9	10	10
N	118	105	223

ITEM 36 HOW SURE ARE YOU OF STEPS TO PREPARE FOR AND ENTER EACH OF THE TWO JOBS?

	M%	F%	T%
A. DO NOT KNOW WHERE TO BEGIN	13	14	14
B. HAVE SOME IDEA	41	43	42
C. STEPS PRETTY CLEAR	29	27	28
D. STEPS QUITE CLEAR	17	16	17
N	115	105	220

ITEM 37 DO YOU FEEL YOU WILL BE ABLE TO COMPLETE THE NECESSARY STEPS FOR AT LEAST ONE OF THE JOBS?

	M%	F%	T%
A. YES	66	72	69
B. NOT SURE	22	22	22
C. PROBABLY NOT	11	6	9
N	116	103	219

ITEM 38 WOULD YOU SAY THAT YOUR JOB FUTURE IS ---

	M%	F%	T%
A. BRIGHT?	44	59	51
B. DARK?	18	6	12
C. UNCERTAIN?	38	35	37
N	117	102	219

TABLE 2. ***** OCCUPATIONAL PREFERENCES (IIB2) *****

	FIRST JOB FAMILY CHOICE			SECOND JOB FAMILY CHOICE		
	M%	F%	T%	M%	F%	T%
BUSINESS SALES & MANAGEMENT						
A.PROMOTION & DIRECT CONTACT SALES	5	12	10	0	4	2
B.MANAGEMENT & PLANNING	2	4	3	8	5	6
C.RETAIL SALES & SERVICES	4	5	4	6	6	5
BUSINESS OPERATIONS						
D.CLERICAL & SECRETARIAL WORK	2	17	11	2	13	8
E.PAYING, RECEIVING, & BOOKKEEPING	5	7	7	8	9	8
F.OFFICE MACHINE OPERATION	5	6	6	8	14	11
G.STORAGE, DISPATCHING, & DELIVERY	4	1	2	4	0	2
TECHNOLOGIES & TRADES						
H.HUMAN SERVICES CRAFTS	4	0	1	2	5	4
I.REPAIR, SERVICE HOME/OFFICE EQUIP	2	1	1	4	0	2
J.GROWING-CARING FOR PLANTS/ANIMALS	4	1	2	0	5	3
K.CONSTRUCTION & MAINTENANCE	18	1	8	13	0	5
L.TRANSPORT EQUIPMENT OPERATION	2	0	1	2	0	1
M.MACHINE OPERATION,SERVICE,REPAIR	11	1	5	11	0	5
N.ENGINEERING, APPLIED TECHNOLOGIES	0	1	1	11	3	6
NATURAL, SOCIAL, & MEDICAL SCIENCES						
O.NATURAL SCIENCES & MATHEMATICS	2	2	2	0	1	1
P.MEDICINE & MEDICAL TECHNOLOGIES	2	6	4	0	5	3
Q.SOCIAL SCIENCES & LEGAL SERVICES	2	2	2	0	1	1
CREATIVE & APPLIED ARTS						
R.CREATIVE ARTS	5	4	4	6	4	5
S.APPLIED ARTS (VERBAL)	0	0	0	0	0	0
T.APPLIED ARTS (VISUAL)	9	2	5	2	0	1
U.POPULAR ENTERTAINMENT	4	0	1	6	1	3
SOCIAL, HEALTH, & PERSONAL SERVICES						
V.EDUCATION & SOCIAL SERVICES	5	5	6	2	11	8
W.NURSING & HUMAN CARE	2	12	8	2	9	5
X.PERSONAL & HOUSEHOLD SERVICES	0	1	1	0	1	1
Y.LAW ENFORCING/PROTECTIVE SERVICES	2	4	3	6	4	5
N	55	81	136	53	80	133

TABLE 3. CERTAINTY OF OCCUPATIONAL PREFERENCES (IIB3)

HOW SURE ARE YOU THAT YOUR FIRST JOB CHOICE WILL BE THE SAME IN A YEAR?

	M%	F%	T%
A. VERY SURE	53	57	55
B. FAIRLY SURE	36	37	36
C. NOT SURE AT ALL	12	6	8
N	59	89	148

TABLE 7. ***** SELF-EVALUATION OF CAREER PLANNING (IIIB4B) ITEMS RESPONSES *****

ITEM 33 HAVE YOU GIVEN MUCH THOUGHT AS TO WHY YOUR 1ST TWO JOB CHOICES ARE RIGHT FOR YOU?

	M%	F%	T%
A. A LITTLE	27	19	23
B. SOME	42	40	41
C. A LOT	30	41	36
N	73	90	163

ITEM 34 IS THE AMOUNT OF EDUCATION YOU ARE PLANNING IN LINE WITH WHAT IS NEEDED FOR THE JOBS?

	M%	F%	T%
A. YES	52	54	53
B. NOT SURE	27	36	32
C. PROBABLY NOT	21	10	15
N	73	90	163

ITEM 35 WILL THE TWO JOBS HELP YOU OBTAIN WHAT YOU WANT OUT OF LIFE?

	M%	F%	T%
A. YES	56	54	55
B. NOT SURE	35	34	34
C. PROBABLY NOT	10	12	11
N	72	91	163

ITEM 36 HOW SURE ARE YOU OF STEPS TO PREPARE FOR AND ENTER EACH OF THE TWO JOBS?

	M%	F%	T%
A. DO NOT KNOW WHERE TO BEGIN	10	8	9
B. HAVE SOME IDEA	40	40	40
C. STEPS PRETTY CLEAR	36	32	34
D. STEPS QUITE CLEAR	14	21	18
N	72	91	163

ITEM 37 DO YOU FEEL YOU WILL BE ABLE TO COMPLETE THE NECESSARY STEPS FOR AT LEAST ONE OF THE JOBS?

	M%	F%	T%
A. YES	50	66	59
B. NOT SURE	37	24	30
C. PROBABLY NOT	13	10	11
N	70	89	159

ITEM 38 WOULD YOU SAY THAT YOUR JOB FUTURE IS ---

	M%	F%	T%
A. BRIGHT?	42	47	45
B. DARK?	21	18	19
C. UNCERTAIN?	37	35	36
N	71	89	160

GRADES 10-12

DISTRIBUTION OF SCORES ON CHI SCALE 2

ITEM	N SCORES	(%)
1	2	0.3
2	12	2.0
3	15	2.5
4	13	2.1
5	10	1.7
6	11	1.8
7	14	2.3
8	5	0.8
9	11	1.8
10	5	0.8
11	23	3.8
12	19	3.1
13	25	4.1
14	40	6.6
15	49	8.1
16	41	6.8
17	83	13.7
18	83	13.7
19	75	12.4
20	36	6.0

```
                HISTOGRAM FOR GRADES 10-12 SCORES ON CMI SCALE 2
ITEM

     ...............25...............50...............75...............100

   1
   2 X
   3 X
   4 X
   5 X
   6 X
   7 X
   8
   9 X
  10
  11 XX
  12 XX
  13 XX
  14 XXXX
  15 XXXXX
  16 XXXX
  17 XXXXXXXXX
  18 XXXXXXXXX
  19 XXXXXXXX
  20 XXX

     ...............25...............50...............75...............100

THERE WERE  605  ENTRIES ON THIS FILE
```

GRADES 10-11

DISTRIBUTION OF RESPONSES FOR PERFORMANCE-POST (%)

ITEM	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	5.4	3.3	5.4	9.8	15.2	22.8	38.0
2	2.2	5.4	8.6	20.4	21.5	18.3	23.7
3	4.4	5.5	4.4	17.6	17.6	24.2	26.4
4	3.2	3.2	7.5	9.7	12.9	21.5	41.9
5	4.3	4.3	8.6	11.8	14.0	15.1	41.9
6	3.0	6.0	7.0	12.0	10.0	20.0	42.0
7	3.2	5.4	4.3	12.9	19.4	26.9	28.0
8	2.1	2.1	10.6	11.7	13.8	19.1	40.4
9	5.3	6.4	10.6	16.0	24.5	14.9	22.3
10	7.4	10.5	8.4	15.8	23.2	14.7	20.0
11	5.3	6.3	2.1	9.5	20.0	20.0	36.8
12	3.1	4.2	5.2	9.4	10.4	17.7	50.0
13	4.3	4.3	3.2	10.6	16.0	24.5	37.2

5

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14   8.3     3.1     6.3    15.6    20.8    24.0    21.9
15   9.7     5.4     9.7    18.3    26.9    16.1    14.0
16   2.1     5.3     5.3    14.9    17.0    20.2    35.1
17   4.3     2.1     8.5    14.9    14.9    28.7    26.6
18   5.3     6.4     8.5    13.8    22.3    23.4    20.2
19   7.4     7.4     9.6    14.9    18.1    20.2    22.3
20   4.3     7.6     5.5    15.2    19.6    25.0    21.7
21   5.1     6.1    12.2    22.4    16.3    20.4    17.3
22   8.5     5.3    13.8    19.1    17.0    20.2    16.0
23  10.8     6.0     2.4     6.0    16.9    20.5    37.3
24   4.8     6.0     6.0    13.3    14.5    21.7    33.7
25   2.4     3.5     8.2    21.2    14.1    27.1    23.5
26   4.9     8.6     6.2    13.6    19.8    17.3    29.6
27   7.2     2.4     6.0     7.2     9.6    21.7    45.8
28   2.4     9.6     7.2     6.0    19.3    20.5    34.9
29   2.4     3.6     2.4    10.8    12.0    19.3    49.4
30   4.8     7.1     7.1     8.3    14.3    19.0    39.3
31   2.3     3.4     3.4    13.6    15.9    18.2    43.2

THERE WERE  31  RECORDS ON THIS FILE
```

GRADES 10-12

DISTRIBUTION OF SCORES ON CHI-SCALE 3

ITEM	N SCORES	(%)
1	4	0.7
2	4	0.7
3	16	2.6
4	17	2.8
5	24	4.0
6	18	3.0
7	14	2.3
8	21	3.5
9	21	3.5
10	33	5.5
11	39	6.5
12	41	6.8
13	43	7.1
14	54	8.9
15	63	10.4
16	57	9.4
17	40	6.6
18	21	3.5
19	12	2.0
20	2	0.3

```
          HISTOGRAM FOR GRADES 10-12 SCORES ON CMI-SCALE 3
 ITEM
    ...............25...............50...............75...............100

      1
      2
      3 X
      4 X
      5 XX
      6 X
      7 X
      8 XX
      9 XX
     10 XXX
     11 XXXX
     12 XXXX
     13 XXXX
     14 XXXXX
     15 XXXXXX
     16 XXXXXX
     17 XXXX
     18 XX
     19 X
     20
    ...............25...............50...............75...............100

 THERE WERE  604  ENTRIES ON THIS FILE
```

GRADES 10-12

DISTRIBUTION OF SCORES ON CMI SCALE 4

ITEM	N SCORES	(%)
1	10	1.7
2	13	2.2
3	15	2.5
4	18	3.0
5	20	3.3
6	17	2.8
7	16	2.7
8	19	3.2
9	17	2.8
10	20	3.3
11	27	4.5
12	25	4.1
13	35	5.8
14	32	5.3
15	54	9.0
16	54	9.0
17	63	10.4
18	42	7.0
19	22	3.6
20	4	0.7

```
          HISTOGRAM FOR GRADES 10-12 SCORES ON CMI SCALE 4
  ITEM

  ...............25...............50...............75...............100

     1 X
     2 X
     3 X
     4 X
     5 XX
     6 X
     7 X
     8 XX
     9 X
    10 XX
    11 XX
    12 XX
    13 XXX
    14 XXX
    15 XXXXX
    16 XXXXX
    17 XXXXXX
    18 XXXX
    19 XX
    20

  ...............25...............50...............75...............100

  THERE WERE   603   ENTRIES ON THIS FILE
```

GRADES 10-12

DISTRIBUTION OF SCORES ON CHI SCALE 5

ITEM	N SCORES	(%)
1	4	0.7
2	10	1.7
3	25	4.1
4	22	3.6
5	30	5.0
6	23	3.8
7	21	3.5
8	20	3.3
9	47	7.8
10	45	7.5
11	45	7.5
12	55	9.1
13	60	10.0
14	28	4.6
15	32	5.3
16	15	2.5
17	5	0.8
18	5	0.8
19	1	0.2
20	0	0.0

```
          HISTOGRAM FOR GRADES 10-12 SCORES ON CMI SCALE 5
ITEM

     ...............25...............50...............75...............100

   1
   2 X
   3 XX
   4 XX
   5 XXX
   6 XX
   7 XX
   8 XX
   9 XXXXX
  10 XXXX
  11 XXXX
  12 XXXXXX
  13 XXXXXX
  14 XXX
  15 XXX
  16 X
  17
  18
  19
  20

     ...............25...............50...............75...............100

THERE WERE   603   ENTRIES ON THIS FILE
```

DISTRIBUTION OF RESPONSES FOR SELF-IMAGE-POST (%)

ITEM	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	1.0	3.1	8.2	20.6	16.5	20.6	29.9
2	6.0	4.0	9.0	16.0	12.0	20.0	33.0
3	9.0	5.0	9.0	23.0	16.0	10.0	28.0
4	4.2	2.1	3.2	7.4	17.9	21.1	44.2
5	6.1	5.1	6.1	17.2	18.2	26.3	21.2
6	5.3	6.3	9.5	14.7	17.9	30.5	15.8
7	2.1	2.1	3.1	18.8	15.6	15.6	42.7
8	7.3	3.1	7.3	18.8	16.7	25.0	21.9
9	8.3	1.0	11.5	10.4	19.8	30.2	18.8
10	5.2	5.2	8.2	19.6	22.7	22.7	16.5
11	1.1	3.2	8.4	15.8	14.7	28.4	28.4
12	7.3	5.2	8.3	16.7	13.5	22.9	26.0
13	3.2	4.3	5.3	13.8	19.1	26.6	27.7
14	2.1	1.1	8.4	14.7	14.7	27.4	31.6
15	4.1	6.2	5.2	12.4	13.4	33.0	25.8
16	6.1	6.1	7.1	8.2	19.4	28.6	24.5
17	11.3	7.2	5.2	11.3	14.4	16.5	34.0
18	7.3	5.2	9.4	8.3	9.4	16.7	43.8
19	4.5	5.6	7.9	13.0	22.5	19.1	22.5
20	3.1	3.1	11.5	17.7	17.7	21.9	25.0
21	3.2	7.4	7.4	15.8	15.8	31.6	18.9
22	5.5	5.5	11.0	24.2	11.0	24.2	18.7
23	9.2	7.1	4.1	11.2	11.2	18.4	38.8
24	7.6	0.0	7.6	20.7	20.7	19.6	23.9
25	4.4	2.2	3.3	16.5	28.6	20.9	24.2
26	0.0	1.1	6.5	12.0	22.8	29.3	28.3
27	0.0	1.7	2.6	8.7	7.0	19.1	60.9
28	2.1	0.0	2.1	19.6	10.3	26.8	39.2
29	2.2	1.1	8.8	14.3	22.0	28.6	23.1
30	4.2	2.1	5.3	18.9	14.7	23.2	31.6

```
31 12.0       6.5      7.6     16.3     25.0     18.5     14.1
32  2.2       0.0      7.9     16.9     24.7     25.8     22.5
33  7.6       4.3      5.4     23.9     16.3     23.9     18.5
34  1.1       3.3      5.6     16.7     14.4     34.4     24.4
35  1.1       4.3      4.3     11.8     21.5     23.7     33.3
36  2.2       1.1      5.4     17.2     15.1     30.1     29.0
37  7.3       5.2      1.0     21.9     13.5     30.2     20.8
38  4.4       1.1      7.7      9.9     28.6     33.0     15.4
39  7.5       5.4     16.1     20.4     19.4     23.7      7.5
40  1.1       1.1      6.7     15.6     20.0     30.0     25.6
41  3.3       1.1      7.7     22.0     26.4     23.1     16.5
42  5.8       4.4      5.5     16.5     24.2     23.1     17.6
43  2.1       3.1      3.1     16.5     13.6     29.9     26.8
44  2.2       1.1      4.4     20.9     16.5     49.7     14.3
45  1.9       0.0      3.3     11.4     13.1     17.1     47.6
46  4.5       5.6      5.6     20.2     18.0     27.0     19.1
47  5.4       4.3     10.9     17.4     21.7     20.7     19.6
48  3.3       8.8      4.4     16.5     17.6     26.4     23.1
49  5.3       4.2     11.6     13.7     13.7     27.4     24.2
50  6.5       5.4      4.3     11.8     17.2     23.0     26.9
51  3.3       3.3      4.4     14.3     18.7     26.4     29.7
52  2.2       2.2     11.8     10.8     17.2     22.6     33.3
53  5.8       3.5      5.8     16.3     11.6     24.4     32.6
54 13.5       6.7     12.4     12.4     21.3     19.1     14.6
55  4.5       3.4     11.4     19.3     13.6     27.3     20.5
56  4.4       0.0      5.5     18.7     17.6     35.2     18.7
57  2.2       1.1      6.5     11.3     22.6     24.7     31.2
58  3.3       1.1      3.3     11.0     12.1     26.4     42.9
59  1.1       0.0      1.1     14.4     15.6     24.4     43.3
60  4.2       0.0      5.4     23.2     17.9     23.2     23.2
61  2.1       3.2     13.3     13.8     26.6     22.3     13.1
62  0.0       3.3      5.5     14.3     19.8     31.9     25.3
63  5.6       0.0     11.2     11.2     25.8     16.9     29.2
64  3.4       4.5      3.4     11.2     16.9     29.2     31.5
65  4.3       3.2      4.3     12.9     22.6     19.4     33.3
66  1.1       1.1      5.4     14.1     23.9     29.3     25.0
67  4.2       4.2      5.3     16.3     15.8     32.6     21.1
68  2.2       0.0      4.3     10.9     30.4     17.4     34.8
69  5.0       7.0     11.0     19.0     20.0     20.0     13.0
70  2.2       3.3      2.2      8.9     15.6     23.3     44.4


THERE WERE  70  RECORDS ON THIS FILE
```

10-12

DISTRIBUTION OF SCORES ON CHI-SCALE 1

ITEM	N SCORES	(%)
1	1	0.2
2	4	0.7
3	14	2.3
4	14	2.3
5	13	2.2
6	16	2.6
7	20	3.3
8	13	2.2
9	15	2.5
10	23	3.8
11	34	5.6
12	41	6.8
13	54	8.9
14	51	8.4
15	78	12.9
16	78	12.9
17	44	7.3
18	46	7.6
19	23	3.8
20	7	1.2

```
                 HISTOGRAM FOR  GRADES 10-12 SCORES ON CMI-SCALE 1
      ITEM

     ................25.............50.............75.............100

        1
        2
        3 X
        4 X
        5 X
        6 X
        7 XX
        8 X
        9 X
       10 XX
       11 XXX
       12 XXXX
       13 XXXXX
       14 XXXXX
       15 XXXXXXXX
       16 XXXXXXXX
       17 XXXX
       18 XXXXX
       19 XX
       20

     ................25.............50.............75.............100

   THERE WERE  604  ENTRIES ON THIS FILE
```

GRADE 10

TABLE 8. ***** PERCEIVED NEEDS FOR HELP (IIC) *****

	YES RESPONSES		
	M%	F%	T%
46.IMPROVING STUDY SKILLS	64	71	68
47.IMPROVING READING SKILLS	54	56	55
48.IMPROVING MATH SKILLS	64	68	66
49.CHOOSING COURSES	63	64	63
50.DISCUSSING PERSONAL CONCERNS	24	33	28
51.DISCUSSING HEALTH PROBLEMS	20	21	20
52.MAKING CAREER PLANS	71	71	71
53.OBTAINING MONEY FOR EDUCATION	51	56	54
54.FINDING AFTER-SCHOOL OR SUMMER WORK	67	77	72
N (STUDY SKILLS ITEM)	167	153	320

GRADE 11

TABLE 8. ***** PERCEIVED NEEDS FOR HELP (IIC) *****

	YES RESPONSES		
	M%	F%	T%
46.IMPROVING STUDY SKILLS	59	59	59
47.IMPROVING READING SKILLS	50	44	47
48.IMPROVING MATH SKILLS	56	55	55
49.CHOOSING COURSES	59	54	57
50.DISCUSSING PERSONAL CONCERNS	34	26	30
51.DISCUSSING HEALTH PROBLEMS	28	22	25
52.MAKING CAREER PLANS	72	70	71
53.OBTAINING MONEY FOR EDUCATION	56	56	56
54.FINDING AFTER-SCHOOL OR SUMMER WORK	60	62	61
N (STUDY SKILLS ITEM)	114	103	217

GRADE 12

TABLE 8. ***** PERCEIVED NEEDS FOR HELP (IIC) *****

	YES RESPONSES		
	M%	F%	T%
46.IMPROVING STUDY SKILLS	72	71	72
47.IMPROVING READING SKILLS	68	74	71
48.IMPROVING MATH SKILLS	62	69	66
49.CHOOSING COURSES	55	62	59
50.DISCUSSING PERSONAL CONCERNS	56	53	54
51.DISCUSSING HEALTH PROBLEMS	44	46	45
52.MAKING CAREER PLANS	77	74	75
53.OBTAINING MONEY FOR EDUCATION	65	76	71
54.FINDING AFTER-SCHOOL OR SUMMER WORK	76	76	76
N (STUDY SKILLS ITEM)	70	86	156

TABLE 9. ***** REACTIONS TO CAREER GUIDANCE EXPERIENCES (IV) ITEM RESPONSES *****

SHOW HOW YOU FEEL ABOUT THE CAREER PLANNING HELP PROVIDED AT YOUR SCHOOL

ITEM 39 FILE OF JOB DESCRIPTIONS, PAMPHLETS, OR BOOKS ON JOBS.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	34	38	36
B. OF LITTLE HELP	32	23	28
C. OF SOME HELP	28	32	30
D. A LOT OF HELP	7	6	7
N	167	154	321

ITEM 40 FILMS ON JOBS, TALKS BY WORKERS, CAREER DAYS, TOURS.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	43	32	37
B. OF LITTLE HELP	27	29	28
C. OF SOME HELP	20	29	24
D. A LOT OF HELP	11	10	11
N	167	154	321

ITEM 41 CLASS DISCUSSION BY TEACHERS OF JOBS RELATED TO SUBJECTS.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	33	29	31
B. OF LITTLE HELP	33	29	31
C. OF SOME HELP	25	29	27
D. A LOT OF HELP	10	12	11
N	166	153	319

ITEM 42 DISCUSSION WITH COUNSELOR OF EDUCATION AND JOB PLANS AFTER HIGH SCHOOL.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	61	44	53
B. OF LITTLE HELP	12	23	17
C. OF SOME HELP	18	20	19
D. A LOT OF HELP	8	14	11
N	166	153	319

ITEM 43 MEETINGS WITH SMALL GROUPS TO DISCUSS WHAT WE WANT FROM JOB, EDUCATION PLANS, ETC.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	56	50	54
B. OF LITTLE HELP	16	24	20
C. OF SOME HELP	17	19	18
D. A LOT OF HELP	9	8	6
N	167	153	320

ITEM 44 OVERALL, HOW MUCH HELP HAS YOUR SCHOOL GIVEN YOU?

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	23	22	23
B. LITTLE HELP	38	33	36
C. SOME HELP	28	38	32
D. A LOT OF HELP	11	7	9
N	167	154	321

ITEM 45 DO YOU FEEL YOU CAN SEE A COUNSELOR WHEN YOU WANT TO OR NEED TO?

	M%	F%	T%
A. HARDLY EVER	14	10	12
B. USUALLY	42	35	39
C. ALMOST ALWAYS	39	51	45
D. DO NOT HAVE A COUNSELOR	5	4	5
N	167	153	320

TABLE 9. ***** REACTIONS TO CAREER GUIDANCE EXPERIENCES (IV) ITEM RESPONSES *****

SHOW HOW YOU FEEL ABOUT THE CAREER PLANNING HELP PROVIDED AT YOUR SCHOOL

ITEM 39 FILE OF JOB DESCRIPTIONS, PAMPHLETS, OR BOOKS ON JOBS.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	35	30	32
B. OF LITTLE HELP	23	34	28
C. OF SOME HELP	32	21	27
D. A LOT OF HELP	10	15	13
N	117	105	222

ITEM 40 FILMS ON JOBS, TALKS BY WORKERS, CAREER DAYS, TOURS.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	28	27	28
B. OF LITTLE HELP	29	29	29
C. OF SOME HELP	27	24	25
D. A LOT OF HELP	16	20	18
N	116	104	220

ITEM 41 CLASS DISCUSSION BY TEACHERS OF JOBS RELATED TO SUBJECTS.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	22	38	30
B. OF LITTLE HELP	36	30	33
C. OF SOME HELP	33	20	27
D. A LOT OF HELP	9	12	10
N	116	104	220

ITEM 42 DISCUSSION WITH COUNSELOR OF EDUCATION AND JOB PLANS AFTER HIGH SCHOOL.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	33	23	28
B. OF LITTLE HELP	26	28	27
C. OF SOME HELP	32	27	30
D. A LOT OF HELP	9	22	15
N	116	104	220

ITEM 43 MEETINGS WITH SMALL GROUPS TO DISCUSS WHAT WE WANT FROM JOB, EDUCATION PLANS, ETC.

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	42	49	45
B. OF LITTLE HELP	30	17	24
C. OF SOME HELP	18	22	20
D. A LOT OF HELP	10	12	11
N	115	104	219

ITEM 44 OVERALL, HOW MUCH HELP HAS YOUR SCHOOL GIVEN YOU?

	M%	F%	T%
A. HELP NOT USED, NOT PROVIDED	21	27	24
B. LITTLE HELP	38	26	32
C. SOME HELP	31	35	33
D. A LOT OF HELP	10	13	11
N	116	104	220

ITEM 45 DO YOU FEEL YOU CAN SEE A COUNSELOR WHEN YOU WANT TO OR NEED TO?

	M%	F%	T%
A. HARDLY EVER	13	17	15
B. USUALLY	50	37	43
C. ALMOST ALWAYS	30	42	36
D. DO NOT HAVE A COUNSELOR	7	4	5
N	115	104	219

TABLE 9. ***** REACTIONS TO CAREER GUIDANCE EXPERIENCES (IV) ITEM RESPONSES *****

SHOW HOW YOU FEEL ABOUT THE CAREER PLANNING HELP PROVIDED AT YOUR SCHOOL

ITEM 39 FILE OF JOB DESCRIPTIONS, PAMPHLETS, OR BOOKS ON JOBS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	27	16	21
B.OF LITTLE HELP	29	31	30
C.OF SOME HELP	31	35	33
D.A LOT OF HELP	13	17	15
N	70	86	156

ITEM 40 FILMS ON JOBS, TALKS BY WORKERS, CAREER DAYS, TOURS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	26	22	24
B.OF LITTLE HELP	23	30	27
C.OF SOME HELP	23	33	28
D.A LOT OF HELP	28	15	21
N	69	86	155

ITEM 41 CLASS DISCUSSION BY TEACHERS OF JOBS RELATED TO SUBJECTS.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	23	20	21
B.OF LITTLE HELP	28	20	24
C.OF SOME HELP	32	33	32
D.A LOT OF HELP	17	28	23
N	71	86	157

ITEM 42 DISCUSSION WITH COUNSELOR OF EDUCATION AND JOB PLANS AFTER HIGH SCHOOL.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	16	31	24
B.OF LITTLE HELP	29	26	27
C.OF SOME HELP	39	29	33
D.A LOT OF HELP	17	14	15
N	70	86	156

ITEM 43 MEETINGS WITH SMALL GROUPS TO DISCUSS WHAT WE WANT FROM JOB, EDUCATION PLANS, ETC.

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	29	20	24
B.OF LITTLE HELP	29	25	27
C.OF SOME HELP	27	41	35
D.A LOT OF HELP	16	14	15
N	70	87	157

ITEM 44 OVERALL, HOW MUCH HELP HAS YOUR SCHOOL GIVEN YOU?

	M%	F%	T%
A.HELP NOT USED, NOT PROVIDED	15	11	13
B.LITTLE HELP	41	30	35
C.SOME HELP	31	40	36
D.A LOT OF HELP	13	19	16
N	71	88	159

ITEM 45 DO YOU FEEL YOU CAN SEE A COUNSELOR WHEN YOU WANT TO OR NEED TO?

	M%	F%	T%
A.HARDLY EVER	21	32	27
B.USUALLY	39	29	33
C.ALMOST ALWAYS	31	32	32
D.DO NOT HAVE A COUNSELOR	9	7	8
N	70	87	157

```
                    GRADES 10-11

               DISTRIBUTION OF SCORES ON RELEVANCE, PART 1

ITEM    N SCORES     (%)
  1            0      0.0
  2            0      0.0
  3            0      0.0
  4            0      0.0
  5            3      3.2
  6            2      2.1
  7            4      4.2
  8           12     12.6
  9           27     28.4
 10           47     49.5

               HISTOGRAM FOR GRADES 10-11 SCORES ON RELEVANCE, PART 1
ITEM

    ...............25|..............50|..............75|..............100
                     |                |                |               |
  1                  |                |                |               |
                     |                |                |               |
  2                  |                |                |               |
                     |                |                |               |
  3                  |                |                |               |
                     |                |                |               |
  4                  |                |                |               |
                     |                |                |               |
  5 XX               |                |                |               |
                     |                |                |               |
  6 X                |                |                |               |
                     |                |                |               |
  7 XX               |                |                |               |
                     |                |                |               |
  8 XXXXXXXX         |                |                |               |
                     |                |                |               |
  9 XXXXXXXXXXXXXXXXXX                |                |               |
                     |                |                |               |
 10 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  |                |               |
                     |                |                |               |
    ...............25|..............50|..............75|..............100

THERE WERE  95  ENTRIES ON THIS FILE
```

GRADES 10-11

DISTRIBUTION OF SCORES ON RELEVANCE, *PART 2*

ITEM	N SCORES	(%)
1	3	3.0
2	0	0.0
3	1	1.0
4	1	1.0
5	3	3.0
6	4	4.0
7	0	0.0
8	0	0.0
9	0	0.0
10	1	1.0
11	0	0.0
12	2	2.0
13	1	1.0
14	2	2.0
15	12	12.1
16	8	8.1
17	17	17.2
18	18	18.2
19	11	11.1
20	15	15.2

GRADES 10-11 SCORES ON RELEVANCE, PART 2

HISTOGRAM FOR GRADES 10-11 SCORES ON RELEVANCE, PART 2

```
ITEM

...............25..............50..............75..............100

  1 XX
  2
  3
  4
  5 XX
  6 XX
  7
  8
  9
 10
 11
 12 X
 13
 14 X
 15 XXXXXXXX
 16 XXXXX
 17 XXXXXXXXXXX
 18 XXXXXXXXXXXX
 19 XXXXXXX
 20 XXXXXXXXXX

...............25..............50..............75..............100

THERE WERE  99  ENTRIES ON THIS FILE
```

GRADE 10

215

DISTRIBUTION OF SCORES ON WORK HABITS

ITEM	N SCORES	(%)
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
6	0	0.0
7	0	0.0
8	0	0.0
9	0	0.0
10	0	0.0
11	0	0.0
12	0	0.0
13	0	0.0
14	1	2.3
15	1	2.3
16	1	2.3
17	5	11.6
18	9	20.9
19	11	25.6
20	15	34.9

```
                HISTØGRAM FØR GRADE 10 SCORES ON WORK HABITS
ITEM

   ..............25|.............50|.............75|.............100
                   |               |               |               |
  1                |               |               |               |
  2                |               |               |               |
  3                |               |               |               |
  4                |               |               |               |
  5                |               |               |               |
  6                |               |               |               |
  7                |               |               |               |
  8                |               |               |               |
  9                |               |               |               |
 10                |               |               |               |
 11                |               |               |               |
 12                |               |               |               |
 13                |               |               |               |
 14 X              |               |               |               |
 15 X              |               |               |               |
 16 X              |               |               |               |
 17 XXXXXXX        |               |               |               |
 18 XXXXXXXXXXXXX  |               |               |               |
 19 XXXXXXXXXXXXXXXX               |               |               |
 20 XXXXXXXXXXXXXXXXXXXXXXX        |               |               |
   ..............25|.............50|.............75|.............100

THERE WERE  43  ENTRIES ØN THIS FILE
```

GRADE 11

DISTRIBUTION OF SCORES ON WORK HABITS

ITEM	N SCORES	(%)
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
6	0	0.0
7	0	0.0
8	0	0.0
9	0	0.0
10	0	0.0
11	0	0.0
12	0	0.0
13	1	3.2
14	0	0.0
15	0	0.0
16	1	3.2
17	0	0.0
18	4	12.9
19	7	22.6
20	18	58.1

```
            HISTOGRAM FOR GRADE 11 SCORES ON WORK HABITS
  ITEM

     ...............25...............50...............75...............100

     1
     2
     3
     4
     5
     6
     7
     8
     9
    10
    11
    12
    13 XX
    14
    15
    16 XX
    17
    18 XXXXXXXX
    19 XXXXXXXXXXXXXX
    20 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
     ...............25...............50...............75...............100

  THERE WERE  31  ENTRIES ON THIS FILE
```

GRADES 10-12

DISTRIBUTION OF SCORES ON CMI-ATTITUDE

ITEM	N SCORES	(%)
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
6	0	0.0
7	0	0.0
8	0	0.0
9	1	0.2
10	1	0.2
11	0	0.0
12	0	0.0
13	0	0.0
14	1	0.2
15	0	0.0
16	3	0.5
17	1	0.2
18	1	0.2
19	0	0.0
20	4	0.7
21	9	1.5
22	7	1.2
23	5	0.8
24	6	1.0
25	8	1.3
26	9	1.5
27	19	3.1
28	11	1.8
29	22	3.6
30	20	3.3
31	30	5.0
32	23	3.8
33	36	6.0
34	31	5.1
35	28	4.6
36	36	6.0
37	44	7.3
38	47	7.8
39	34	5.6
40	38	6.3
41	31	5.1
42	39	6.4
43	15	2.5
44	13	2.1
45	10	1.7
46	3	0.5
47	2	0.3
48	3	0.5
49	2	0.3
50	0	0.0

HISTOGRAM FOR GRADES 10-12 SCORES ON CMI-ATTITUDE

```
ITEM

.............25..............50..............75..............100

  1
  :
  26
  27 XX
  28 X
  29 XX
  30 XX
  31 XXX
  32 XX
  33 XXX
  34 XXX
  35 XXX
  36 XXX
  37 XXXX
  38 XXXXX
  39 XXX
  40 XXXX
  41 XXX
  42 XXXX
  43 X
  44 X
  45 X
  46
  :
  50

.............25..............50..............75..............100

THERE WERE  605  ENTRIES ON THIS FILE
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APPENDIX

CAREER EDUCATION

PROCESS EVALUATION
1975-1976

Jefferson County Public Schools
Louisville, Kentucky

TO: BARBARA PRELI

FROM: BEN FREEMAN

SUBJECT: SUMMARY OF RESPONSES TO QUESTIONNAIRE, CAREER EDUCATION PROGRAM

DATE: JANUARY 13, 1976

Part of the evaluation component of the Career Education Program involved a questionnaire on certain aspects of the program, to be completed by teachers at Breckinridge Elementary, Western Junior High, and Central High schools.

Completed questionnaires were returned by 95 of the 137 teachers receiving them. Responses were tallied by individual school and by all schools, and the results were subsequently entered onto copies of the questionnaire form. Compilers' comments are added where clarification or elaboration of results may be helpful.

Questions which required a "YES/NO" answer occasionally elicited no response, coded as "NR". Given the specific phrasing of each question, we felt that combining the "NO's" and the "NR's" would simplify data presentation without diminishing its significance.

Should you have any questions regarding this document, please contact Jackie Wilson at 581-4523 or Doug Ryan at 581-4522.

lc

Compiled Report: Jackie Wilson
Doug Ryan

CAREER EDUCATION - TEACHER QUESTIONNAIRE

1. Does the Career Education program being implemented in your school successfully emphasize education as meaningful preparation for work? YES 76 NO/NR 19

2. In what ways have the students shown an eagerness to participate in the program, such as requesting;

(a) speakers relative to Career Education YES 39 NO/NR 56

(b) field trips relative to Career Education YES 49 NO/NR 46

(c) career related discussions YES 58 NO/NR 37

(d) interest or learning centers relative to Career Education YES 51 NO/NR 44

(e) other (specify)
(1) Movies, records, games, puzzles, etc.
(2) Movies and bulletin boards
(3) Use of materials from the world of business
(4) Films
(5) Actual participation in phases of the careers
(6) Research on various jobs
(7) All activities have been teacher initiated

3. Please check the areas where you have received support from the following:

(Multiple Response Possible)	Principal	Counselor	Staff Trainer	Director
(a) understanding Career Education curriculum guides	11	6	63	15
(b) individual lesson planning along a career theme	1	1	46	8
(c) gathering career related materials	4	3	71	14
(d) developing career related bulletin boards	3	0	53	9
(e) obtaining learning center materials	2	1	67	12
(f) developing self-concept activities	1	2	44	3
(g) securing speakers relative to Career Education	4	0	55	8
(h) scheduling field trips relative to Career Education	4	1	40	6
(i) developing interviewing skills	1	1	47	6

		Principal	Counselor	STAFF TRAINOR	Director
(j)	developing role-playing activities	2	1	38	5
(k)	developing hands-on-activities	2	0	45	6
(l)	providing encouragement and reinforcement	17	5	63	12
		52	21	632	104 = 809
		6%	3%	78%	13%

In all events (a) - (l), the Staff Trainers provide 78% of the support. Support from the Director accounts for 13%, with the principals supplying 6%, and the counselors 3%. These percentages are based only upon support as provided by the 4 categories listed, and do not consider other supportive personnel.

4. *Please rank the following career-related items in the order of their usefulness to you in implementing the Career Education program, (i.e., 1 = most useful, 10 = least useful).*

(a)	learning centers	6
(b)	Bulletin boards	2
(c)	discussions	1
(d)	interviewing	7
(e)	role-playing	10
(f)	hands-on-activities	4
(g)	resource materials	8
(h)	speakers	3
(i)	field trips	5
(j)	research (student activities)	9

Summary of ranking, as based on an average of 83.4 teachers responding to each category.

5. *Have you encountered problems integrating the Career Education concept into the regular instructional program in any of the following areas:*

(a)	speakers not available	YES 15	NO/NR 80
(b)	not enough training	YES 43	NO/NR 52
(c)	materials not available	YES 22	NO/NR 73
(d)	not enough time	YES 69	NO/NR 26
(e)	problems related to desegregation	YES 13	NO/NR 82
(f)	problems related to merger	YES 20	NO/NR 75

(g) not interested YES 29 NO/NR 66

(h) lack of occupational information YES 25 NO/NR 70

(i) Other (specify) YES _____ NO/NR _____

6. Have you received additional support services, other than for Career Education, from the Career Education Coordinator being housed at your school?
YES 51 NO/NR 44

7. Please list any ideas or suggestions that you feel would enhance the Career Education program in your school.

1. We should have been involved from the beginning.

2. Need Departmental In-service.

3. Having less paper work this year as a result of merger and busing would allow more time for Career Education planning.

4. Have industry representatives bring in machines, tools of the trade, etc. for actual demonstration. In other words, have industries participate to a much greater degree.

5. I am not satisfied! It needs more time in an inner-city school. Too much in one year.

6. Late start and introduction to the program.

7. Allow time for curriculum planning and research so that one can see what has been done already, and what kinds of materials, etc. are available.

8. I believe the staff trainer should have an aide allowing her to do teaching in classrooms. This would develop consistent ways of using Career Education in the curriculum. It would also make the staff trainer aware of the problems blending all the present demands made on a teacher.

9. More concrete information. Why is it important to the student now?

10. More training for the classroom teacher and time to plan Career Education oriented classes. It simply is not enough time to make extra plans!!!

11. Have hands on "boxes" for each occupation for either role playing or Career Education centers. Also have field trips for teachers. Many have little or no idea of anything but teaching. It's most important that teachers understand occupations other than teaching.

12. Some form of orientation and extra pay to ameliorate the blunt way this program was foisted upon the faculty. As usual these things are just sprung on the faculty and we are expected to react with knowledgeable enthusiasm.

13. More time to do things such as bulletin boards, plan Career Education activities, etc.

14. A large room for showing films and other media should be set aside for this. One person should be responsible for care and maintenance of the equipment.

15. Keep the center for the students to go to and get it out of the curriculum.

16. Students need a book when only Career Education is being taught.

17. Some definite direction or plan to go by.

18. Not such an intensified training period in only one session, rather during study hall over a period of time, etc.

19. In study hall there is no regular instructional program to integrate Career Education into. That is precisely the problem.

20. Next year instead of offering study hall and then trying to teach Career Education, call the course Career Education and don't offer study hall. Some students are unwilling to participate because it is supposed to be their study hall.

21. Field trips to the source of job or jobs.

22. I haven't had a great deal of need for field trips yet, but I will have that need soon.

23. Need more speakers and field trips.

24. More and varied activities which correlate Career Education with learning disciplines.

25. Make it a complete separate class.

26. I have found our staff trainer a source of inspiration. Her enthusiasm is catching.

8. Please check the PHASES within EACH job cluster you have covered to date:
Rank column is based on amount of involvement from total column.

CLUSTER AREAS	RANK	AWARENESS	EXPLORATION	PREPARATION	TOTAL
Transportation	4	25	11	5	41
Construction	10	15	4	2	21
Manufacturing	6	23	7	5	35
Personal Service	1	29	18	12	59
Public Service	2	27	18	11	56
Communication Media	3	28	10	7	45
Fine Arts and Humanities	10	14	6	1	21
Consumer Homemaking	8	16	6	5	27
Hospitality and Recreation	7	15	8	7	30
Health	3	25	12	8	45
Business, Office	7	15	9	6	30
Natural Resources	9	16	6	4	26
Agriculture	12	12	2	0	14
Environmental Control	11	13	4	1	18
Marketing, Distribution	5	20	10	7	37

1c

CAREER EDUCATION - TEACHER QUESTIONNAIRE

1. Does the Career Education program being implemented in your school successfully emphasize education as meaningful preparation for work? YES 14 NO/NR 4

Comments: (1) I don't know.

(2) I am a first year teacher. We had our initial introduction about November 15. Since then we have had one unit in-depth, and previously one interview. I can't really evaluate any progress.

2. In what ways have the students shown an eagerness to participate in the program, such as requesting;

(a) speakers relative to Career Education YES 10 NO/NR 8

(b) field trips relative to Career Education YES 11 NO/NR 7

(c) career related discussions YES 14 NO/NR 4

(d) interest or learning centers relative to Career Education YES 11 NO/NR 7

(e) other (specify) (1) Movies, records, games, puzzles, etc.

3. Please check the areas where you have received support from the following:

(Multiple Response Possible)	Principal	Counselor	Staff Trainer	Director
(a) understanding Career Education curriculum guides	4		16	
(b) individual lesson planning along a career theme	1		13	
(c) gathering career related materials	3		16	
(d) developing career related bulletin boards	1		13	
(e) obtaining learning center materials	1		17	
(f) developing self-concept activities	1		11	
(g) securing speakers relative to Career Education	2		10	
(h) scheduling field trips relative to Career Education	3		10	
(i) developing interviewing skills	1		16	

	Principal	Counselor	Staff Trainer	Director
(j) developing role-playing activities	1		11	
(k) developing hands-on-activities	1		14	
(l) providing encouragement and reinforcement	3		15	
	22	Not	162	0 = 184
	12%	Applicable	88%	

In all events (a) - (l), the Staff Trainer provides 88% of the support. Support from the Director accounts for 0%, with the principal supplying 12%, and in this case support from counselor is not applicable. These percentages are based only upon support as provided by the 4 categories listed, and do not consider other supportive personnel.

4. Please rank the following career-related items in the order of their usefulness to you in implementing the Career Education program, (i.e., 1 = most useful, 10 = least useful).

(a) learning centers	6
(b) Bulletin boards	4
(c) discussions	7
(d) interviewing	1
(e) role-playing	9
(f) hands-on-activities	3
(g) resource materials	8
(h) speakers	2
(i) field trips	5
(j) research (student activities)	10

✓ Summary of ranking, as based on an average of 15.9 teachers responding to each category.

5. Have you encountered problems integrating the Career Education concept into the regular instructional program in any of the following areas:

	YES	NO/NR
(a) speakers not available	1	17
(b) not enough training	4	14
(c) materials not available	1	17
(d) not enough time	16	2
(e) problems related to desegregation	1	17
(f) problems related to merger	3	15

(g) not interested YES 0 NO/NR 18

(h) lack of occupational information YES 3 NO/NR 15

(i) Other (specify) YES ______ NO ______

Comment: Have not had enough time to get into it.

6. Have you received additional support services, other than for Career Education, from the Career Education Coordinator being housed at your school?
   YES 10 NO/NR 8

7. Please list any ideas or suggestions that you feel would enhance the Career Education program in your school.

   1. Have hands on "boxes" for each occupation for either role playing or Career Education centers. Also have field trips for teachers. Many have little or no idea of anything but teaching. It's most important that teachers understand occupations other than teaching.

   2. I believe the staff trainer should have an aide allowing her to do teaching in classrooms. This would develop consistent ways of using Career Education in the curriculum. It would also make the staff trainer aware of the problems blending all the present demands made on a teacher.

   3. Late start and introduction to the program.

   4. I am not satisfied! It needs more time in an inner-city school. Too much in one year.

8. **Please check the PHASES within EACH job cluster you have covered to date:**

Rank column is based on amount of involvement from total column.

CLUSTER AREAS	RANK	AWARENESS	EXPLORATION	PREPARATION	TOTAL
Transportation	2	8	5	2	15
Construction	8	3	0	0	3
Manufacturing	12	2	0	0	2
Personal Service	3	7	3	1	11
Public Service	1	10	6	2	18
Communication Media	11	2	0	1	3
Fine Arts and Humanities	13	1	0	0	1
Consumer Homemaking	6	3	1	0	4
Hospitality and Recreation	14	1	0	0	1
Health	4	5	2	0	7
Business, Office	5	5	1	0	6
Natural Resources	15	1	0	0	1
Agriculture	9	3	0	0	3
Environmental Control	10	2	1	0	3
Marketing, Distribution	7	3	1	0	4

1c

Western Junior High School

CAREER EDUCATION - TEACHER QUESTIONNAIRE

1. Does the Career Education program being implemented in your school successfully emphasize education as meaningful preparation for work? YES 30 NO/NR 11

2. In what ways have the students shown an eagerness to participate in the program, such as requesting;

(a) speakers relative to Career Education YES 15 NO/NR 26

(b) field trips relative to Career Education YES 23 NO/NR 18

(c) career related discussions YES 26 NO/NR 15

(d) interest or learning centers relative to Career Education YES 20 NO/NR 21

(e) other (specify) (1) Movies and bulletin boards

3. Please check the areas where you have received support from the following:

(Multiple Response Possible)	Principal	Counselor	Staff Trainer	Director
(a) understanding Career Education curriculum guides	5	3	21	8
(b) individual lesson planning along a career theme		1	16	3
(c) gathering career related materials	1	1	28	8
(d) developing career related bulletin boards	2		16	4
(e) obtaining learning center materials	1	1	25	6
(f) developing self-concept activities		1	14	1
(g) securing speakers relative to Career Education	2		20	5
(h) scheduling field trips relative to Career Education	1	1	14	5
(i) developing interviewing skills			13	3

	Principal	Counselor	STAFF Trainer	Director
(j) developing role-playing activities	1		13	1
(k) developing hands-on-activities	1		17	1
(l) providing encouragement and reinforcement	13	4	25	7
	27	12	222	52 = 313
	9%	4%	71%	16%

In all events (a) - (l), the Staff Trainer provides 71% of the support. Support from the Director accounts for 16%, with the principals supplying 9%, and the counselors 4%. These percentages are based only upon support as provided by the 4 categories listed, and do not consider other supportive personnel.

4. Please rank the following career-related items in the order of their usefulness to you in implementing the Career Education program, (i.e., 1 = most useful, 10 = least useful).

(a) learning centers	8
(b) Bulletin boards	2
(c) discussions	1
(d) interviewing	6
(e) role-playing	4
(f) hands-on-activities	3
(g) resource materials	5
(h) speakers	7
(i) field trips	9
(j) research (student activities)	10

Summary of ranking, is based on an average of 34.6 teachers responding to each category.

5. Have you encountered problems integrating the Career Education concept into the regular instructional program in any of the following areas:

(a) speakers not available	YES 9	NO/NR 32
(b) not enough training	YES 26	NO/NR 15
(c) materials not available	YES 17	NO/NR 24
(d) not enough time	YES 27	NO/NR 14
(e) problems related to desegregation	YES 4	NO/NR 37
(f) problems related to merger	YES 5	NO/NR 36

(g) not interested YES 19 NO/NR 22

(h) lack of occupational information YES 15 NO/NR 26

(i) Other (specify) YES ______ NO ______

6. Have you received additional support services, other than for Career Education, from the Career Education Coordinator being housed at your school?
YES 22 NO/NR 19

7. Please list any ideas or suggestions that you feel would enhance the Career Education program in your school.

1. More and varied activities which correlate Career Education with learning disciplines.

2. Allow time for curriculum planning and research so that one can see what has been done already, and what kinds of materials, etc. are available.

3. More concrete information. Why is it important to the student now?

4. In study hall there is no regular instructional program to integrate Career Education into. That is precisely the problem.

5. Next year, instead of offering study hall and then trying to teach Career Education, call the course Career Education and don't offer study hall. Some students are unwilling to participate because it is supposed to be their study hall.

6. Some definite direction or plan to go by.

7. Students need a book when only Career Education is being taught.

8. More training for the classroom teacher and time to plan Career Education oriented classes. It simply is not enough time to make extra plans!!!

9. Make it a complete separate class.

10. I haven't had a great deal of need for field trips yet, but I will have that need soon.

11. Need more speakers and field trips.

12. More time to do things such as bulletin boards, plan Career Education activities, etc.

8. **Please check the PHASES within EACH job cluster you have covered to date:**
Rank column is based on amount of involvement, from total column.

CLUSTER AREAS	RANK	AWARENESS	EXPLORATION	PREPARATION	TOTAL
Transportation	8	9	3	2	14
Construction	14	4	1	1	6
Manufacturing	4	13	5	3	21
Personal Service	1	15	12	7	34
Public Service	5	8	7	6	21
Communication Media	2	17	6	3	26
Fine Arts and Humanities	11	6	2	1	9
Consumer Homemaking	9	6	4	3	13
Hospitality and Recreation	6	8	7	5	20
Health	3	11	7	5	23
Business, Office	13	3	2	2	7
Natural Resources	10	6	4	2	12
Agriculture	15	4	1	0	5
Environmental Control	12	5	2	1	8
Marketing, Distribution	7	8	6	4	18

1c

CENTRAL HIGH SCHOOL

CAREER EDUCATION - TEACHER QUESTIONNAIRE

1. Does the Career Education program being implemented in your school successfully emphasize education as meaningful preparation for work? YES 32 NO/NR 4

2. In what ways have the students shown an eagerness to participate in the program, such as requesting;

(a) speakers relative to Career Education YES 14 NO/NR 22

(b) field trips relative to Career Education YES 15 NO/NR 21

(c) career related discussions YES 18 NO/NR 18

(d) interest or learning centers relative to Career Education YES 20 NO/NR 16

(e) other (specify)
(1) Use of materials from the world of business
(2) Films
(3) Actual participation in phases of the careers
(4) Research on various jobs
(5) All activities have been teacher initiated

3. Please check the areas where you have received support from the following:

(Multiple Responses Possible)	Principal	Counselor	Staff Trainer	Director
(a) understanding Career Education curriculum guides	2	3	26	7
(b) individual lesson planning along a career theme			17	5
(c) gathering career related materials		2	27	6
(d) developing career related bulletin boards			24	5
(e) obtaining learning center materials			25	6
(f) developing self-concept activities		1	19	2
(g) securing speakers relative to Career Education			25	3
(h) scheduling field trips relative to Career Education			16	1
(i) developing interviewing skills		1	18	3

	Principal	Counselor	S Trainer	Director
(j) developing role-playing activities		1	14	4
(k) developing hands-on-activities			14	5
(l) providing encouragement and reinforcement	1	1	23	5
	3	9	248	52 = 312
	1%	3%	79%	17%

In all events (a) - (l), the Staff Trainer provides 79% of the support. Support from the Director accounts for 17%, with the principals su-plying 1%, and the counselor 3%. These percentages are based only upon support as provided by the 4 categories listed, and do not consider other supportive personnel.

4. Please rank the following career-related items in the order of their usefulness to you in implementing the Career Education program, (i.e., 1 = most useful, 10 = least useful).

(a) learning centers	6
(b) Bulletin boards	2
(c) discussions	1
(d) interviewing	8
(e) role-playing	9
(f) hands-on-activities	10
(g) resource materials	7
(h) speakers	3
(i) field trips	5
(j) research (student activities)	4

Summary of ranking, as based on an average of 33.7 teachers responding to each category.

5. Have you encountered problems integrating the Career Education concept into the regular instructional program in any of the following areas:

(a) speakers not available	YES 5	NO/NR 31
(b) not enough training	YES 13	NO/NR 23
(c) materials not available	YES 4	NO/NR 32
(d) not enough time	YES 26	NO/NR 10
(e) problems related to desegregation	YES 8	NO/NR 28
(f) problems related to merger	YES 12	NO/NR 24

(g) not interested YES 10 NO/NR 26

(h) lack of occupational information YES 7 NO/NR 29

(i) Other (specify) YES______ NO______

6. Have you received additional support services, other than for Career Education, from the Career Education Coordinator being housed at your school?
YES 19 NO/NR 17

7: Please list any ideas or suggestions that you feel would enhance the Career Education program in your school.

1. Not such an intensified training period in only one session, rather during study hall over a period of time, etc.

2. We should have been involved from the beginning.

3. Having less paper work this year as a result of merger and busing would allow more time for Career planning.

4. A large room for showing films and other media should be set aside for this. One person should be responsible for care and maintenance of the equipment.

5. Field trips to source of job or jobs.

6. Have industry representatives bring machines, tools of the trade, etc., for actual demonstrations. In other words, have industries participate to a much greater degree.

7. Departmental In-service.

8. Keep the center for the students to go to and get it out of the curriculum.

9. I have found our staff trainer a source of inspiration. Her enthusiasm is catching.

10. Some form of orientation and extra pay to ameliorate the blunt way this program was foisted upon the faculty. As usual, these things are just sprung on the faculty and we are expected to react with knowledgeable enthusiasm.

8. Please check the PHASES within EACH job cluster you have covered to date:
Rank column is based on amount of involvement from total column.

CLUSTER AREAS	RANK	AWARENESS	EXPLORATION	PREPARATION	TOTAL
Transportation	8	8	3	1	12
Construction	9	8	3	1	12
Manufacturing	10	8	2	2	12
Personal Service	6	7	3	4	14
Public Service	1	9	5	3	17
Communication Media	3	9	4	3	16
Fine Arts and Humanities	11	7	4	0	11
Consumer Homemaking	12	7	1	2	10
Hospitality and Recreation	13	6	1	2	9
Health	4	9	3	3	15
Business, Office	2	7	6	4	17
Natural Resources	7	9	2	2	13
Agriculture	15	5	1	0	6
Environmental Control	14	6	1	0	7
Marketing, Distribution	5	9	3	3	15

1c

CAREER EDUCATION PROGRAM
TEACHER QUESTIONNAIRE SUMMARY
JUNE 21, 1976

Location Number			Number Responding		
	Breckinridge	550		Breckinridge	23
	Western Jr.	710		Western Jr.	29
	Central High	179		Central High	24
				All Schools	76

Breckinridge Elementary - 23

1. Does The Career Education Program Being Implemented In Your School Successfully Emphasize Education As Meaningful Preparation For Work?

YES 22 NO 0 N/R 1

2. In What Ways Have The Students Shown An Eagerness To Participate In The Program, Such As Requesting;

(a)	Speakers Relative To Career Education	YES 20	NO 2	N/R 1
(b)	Field Trips Relative To Career Education	YES 18	NO 2	N/R 3
(c)	Career Related Discussions	YES 21	NO 2	N/R 0
(d)	Interest Or Learning Centers Relative To Career Education	YES 19	NO 4	N/R 0

(e) Other (Please Specify)
  (1) Activities such as stock market studies
  (2) Books and records
  (3) Interviewing

3. Please Check The Areas Where You Have Received Support From The Following: (Multiple Response Possible)

		Principal	Counselor	Staff Trainer	Director
(a)	Understanding Career Education Curriculum Guides	4		21	1
(b)	Individual Lesson Planning Along A Career Theme	2		20	
(c)	Gathering Career Related Materials	2		23	1
(d)	Developing Career Related Bulletin Boards	1		22	
(e)	Obtaining Learning Center Materials	1		22	1
(f)	Developing Self-Concept Activities	2		22	

	Principal	Counselor	Staff Trainer	Director
(g) Securing Speakers Relative To Career Education	2		21	
(h) Scheduling Field Trips Relative To Career Education	3		17	
(i) Developing Interviewing Skills	2		23	
(j) Developing Role-Playing Activities	2		14	
(k) Developing Hands-On-Activities	1		21	
(l) Providing Encouragement and Reinforcement	6		23	2
Total # Of Support	28	N/A	249	5
Percent	10%	-	88%	2%

In all events (a) - (l), the Staff Trainer provided 88% of the support. Support from the Director accounted for 2%, with the Principal supplying 10%, and in this case support from the Counselor is not applicable. These percentages are based only upon support as provided by the four categories listed, and do not consider other supportive personnel.

4. *Please Rank The Following Career Related Items In The Order Of Their Usefulness To You In Implementing The Career Education Program, (i.e., 1 = Most Useful, 10 = Least Useful).*

(a) Learning Centers	5
(b) Bulletin Boards	3
(c) Discussions	6
(d) Interviewing	1
(e) Role-Playing	7
(f) Hands-On-Activities	9
(g) Resource Materials	10
(h) Speakers	2
(i) Field Trips	4
(j) Research (Student Activities)	8

Summary of ranking as based on an average of 22.2 teachers responding to each category.

5. *Have You Encountered Problems Integrating The Career Education Concept Into The Regular Instructional Program In Any Of The Following Areas:*

(a)	*Speakers Not Available*	*YES 3*	*NO 19*	*N/R 1*
(b)	*Not Enough Training*	*YES 7*	*NO 16*	*N/R 0*
(c)	*Materials Not Available*	*YES 4*	*NO 18*	*N/R 1*
(d)	*Not Enough Time*	*YES 18*	*NO 5*	*N/R 0*
(e)	*Problems Related To Desegregation*	*YES 4*	*NO 19*	*N/R 0*
(f)	*Problems Related To Merger*	*YES 5*	*NO 16*	*N/R 2*
(g)	*Not Interested*	*YES 2*	*NO 20*	*N/R 1*
(h)	*Lack Of Occupational Information*	*YES 6*	*NO 17*	*N/R 0*

6. *Have You Received Additional Support Services Other Than For Career Education, From The Career Education Coordinator Being Housed At Your School?*

YES 17 *NO 6* *N/R 0*

7. *Please List Any Ideas Or Suggestions That You Feel Would Enhance The Career Education Program In Your School.*

Suggestions are listed in the summary for All Schools.

8. Please Check The Phases Within Each Job Cluster You Have Covered To Date (Rank Column Is Based On Amount Of Involvement From Total Column).

Cluster Areas	Rank	Awareness	Exploration	Preparation	Total
Transportation	1	12	0	0	12
Construction	3	9	0	0	9
Manufacturing	6	6	0	0	6
Personal Service	3	9	0	0	9
Public Service	3	9	0	0	9
Communication Media	1	12	0	0	12
Fine Arts and Humanities	9	3	0	0	3
Consumer Homemaking	8	4	0	0	4
Hospitality and Recreation	5	7	0	0	7
Health	2	10	0	0	10
Business, Office	3	9	0	0	9
Natural Resources	10	2	0	0	2
Agriculture	8	4	0	0	4
Environmental Control	7	5	0	0	5
Marketing, Distribution	1	8	0	0	8

Western Jr. - 29

1. Does The Career Education Program Being Implemented In Your School Successfully Emphasize Education As Meaningful Preparation For Work?

YES 24 NO 1 N/R 4

2. In What Ways Have The Students Shown An Eagerness To Participate In The Program, Such As Requesting;

(a) Speakers Relative To Career Education	YES 13	NO 9	N/R 7
(b) Field Trips Relative To Career Education	YES 19	NO 4	N/R 6
(c) Career Related Discussions	YES 21	NO 5	N/R 3

(d) Interest Or Learning Centers Relative To Career Education YES 11 NO 10 N/R 8

(e) Other (Specify)
(1) Students have not shown an eagerness.

3. Please Check The Areas Where You Have Received Support From The Following: (Multiple Response Possible)

	Principal	Counselor	Staff Trainer	Director
(a) Understanding Career Education Curriculum Guides	2	1	21	5
(b) Individual Lesson Planning Along A Career Theme			19	2
(c) Gathering Career Related Materials	3	1	21	7
(d) Developing Career Related Bulletin Boards	2		13	3
(e) Obtaining Learning Center Materials		1	19	4
(f) Developing Self-Concept Activities			8	3
(g) Securing Speakers Relative To Career Education			14	1
(h) Scheduling Field Trips Relative To Career Education	1		8	
(i) Developing Interviewing Skills			9	
(j) Developing Role-Playing Activities			8	2
(k) Developing Hands-On-Activities			9	2
(l) Providing Encouragement and Reinforcement	7	2	23	9
Total # Of Support	15	5	172	38
Percent	7%	2%	74%	17%

In all events (a) - (l), the Staff Trainer provided 74% of the support. Support from the Director accounted for 17%, with the Principal supplying 7%, and the Counselor 2%. These percentages are based only upon support as provided by the four categories listed, and do not consider other supportive personnel.

4. *Please Rank The Following Career Related Items In The Order Of Their Usefulness To You In Implementing The Career Education Program, (i.e., 1 = Most Useful, 10 = Least Useful).*

(a)	Learning Centers	6
(b)	Bulletin Boards	2
(c)	Discussions	1
(d)	Interviewing	7
(e)	Role-Playing	4
(f)	Hands-On-Activities	3
(g)	Resource Materials	5
(h)	Speakers	9
(i)	Field Trips	8
(j)	Research (Student Activities)	10

(1) Field trips are not allowed.

Summary of ranking, as based on an average of 27.1 teachers responding to each category.

5. *Have You Encountered Problems Integrating The Career Education Concept Into The Regular Instructional Program In Any Of The Following Areas:*

(a)	Speakers Not Available	YES 1	NO 22	N/R 6
(b)	Not Enough Training	YES 11	NO 13	N/R 5
(c)	Materials Not Available	YES 4	NO 20	N/R 5
(d)	Not Enough Time	YES 21	NO 7	N/R 1
(e)	Problems Related To Desegregation	YES 2	NO 22	N/R 5
(f)	Problems Related To Merger	YES 3	NO 21	N/R 5
(g)	Not Interested	YES 2	NO 20	N/R 7
(h)	Lack Of Occupational Information	YES 6	NO 18	N/R 5

6. *Have You Received Additional Support Services Other Than For Career Education, From The Career Education Coordinator Being Housed At Your School?*

YES 18 NO 9 N/R 2

7. Please List Any Ideas Or Suggestions That You Feel Would Enhance The Career Education Program In Your School.

   Suggestions are listed in the report of All Schools.

8. Please Check The Phases Within Each Job Cluster You Have Covered to Date: (Rank Column Is Based on Amount of Involvement From Total Column).

Cluster Areas	Rank	Awareness	Exploration	Preparation	Total
Transportation	7	14	4	1	19
Construction	7	12	4	3	19
Manufacturing	5	14	5	2	21
Personal Service	3	14	6	3	23
Public Service	2	14	7	3	24
Communication Media	1	15	9	3	27
Fine Arts and Humanities	5	12	6	3	21
Consumer Homemaking	8	9	5	3	17
Hospitality and Recreation	4	11	6	5	22
Health	9	9	5	2	16
Business, Office	7	11	5	3	19
Natural Resources	10	7	2	1	10
Agriculture	11	6	2	0	8
Environmental Control	6	12	6	2	20
Marketing, Distribution	8	9	4	4	17

Central High - 24

1. Does The Career Education Program Being Implemented In Your School Successfully Emphasize Education As Meaningful Preparation For Work?

YES 21 NO 2 N/R 1

2. *In What Ways Have The Students Shown An Eagerness To Participate In The Program, Such As Requesting;*

(a) Speakers Relative To Career Education YES 16 NO 5 N/R 3

(b) Field Trips Relative To Career Education YES 11 NO 5 N/R 8

(c) Career Related Discussions YES 17 NO 4 N/R 3

(d) Interest Or Learning Centers Relative To Career Education YES 13 NO 8 N/R 3

(e) Other (Specify)

3. *Please Check The Areas Where You Have Received Support From The Following: (Multiple Response Possible)*

	Principal	*Counselor*	*Staff Trainer*	*Director*
(a) Understanding Career Education Curriculum Guides	1	1	15	7
(b) Individual Lesson Planning Along A Career Theme			16	4
(c) Gathering Career Related Materials			19	5
(d) Developing Career Related Bulletin Boards			18	4
(e) Obtaining Learning Center Materials			20	4
(f) Developing Self-Concept Activities	1	1	10	4
(g) Securing Speakers Relative To Career Education			16	3
(h) Scheduling Field Trips Relative To Career Education	1		11	
(i) Developing Interviewing Skills			14	2
(j) Developing Role-Playing Activities		1	11	2
(k) Developing Hands-On-Activities			11	5
(l) Providing Encouragement and Reinforcement	3	1	17	4
Total # Of Support	6	4	178	44
Percent	3%	2%	76%	19%

In all events (a) - (l), the Staff Trainer provided 76% of the support. Support from the Director accounted for 19%, with the Principal supplying 3%, and the Counselor 2%. These percentages are based only upon support as provided by the four categories listed, and do not consider other supportive personnel.

4. *Please Rank The Following Career Related Items In The Order Of Their Usefulness To You In Implementing The Career Education Program, (i.e., 1 = Most Useful, 10 = Least Useful).*

(a)	Learning Centers	2
(b)	Bulletin Boards	1
(c)	Discussions	3
(d)	Interviewing	4
(e)	Role-Playing	8
(f)	Hands-On-Activities	5
(g)	Resource Materials	6
(h)	Speakers	7
(i)	Field Trips	10
(j)	Research (Student Activities)	9

Summary of ranking, as based on an average of 23.7 teachers responding to each category.

5. *Have You Encountered Problems Integrating The Career Education Concept Into The Regular Instructional Program In Any Of The Following Areas:*

(a)	Speakers Not Available	YES 3	NO 19	N/R 2
(b)	Not Enough Training	YES 9	NO 14	N/R 1
(c)	Materials Not Available	YES 1	NO 21	N/R 2
(d)	Not Enough Time	YES 17	NO 6	N/R 1
(e)	Problems Related To Desegregation	YES 3	NO 18	N/R 3
(f)	Problems Related To Merger	YES 4	NO 17	N/R 3
(g)	Not Interested	YES 3	NO 17	N/R 4
(h)	Lack Of Occupational Information	YES 5	NO 16	N/R 3

6. *Have You Received Additional Support Services Other Than For Career Education, From The Career Education Coordinator Being Housed At Your School?*

YES 18 NO 3 N/R 3

(1) *In obtaining speakers.*

7. Please List Any Ideas Or Suggestions That You Feel Would Enhance The Career Education Program In Your School.

Suggestions are listed in the report for All Schools.

8. Please Check The Phases Within Each Job Cluster You Have Covered To Date: (Rank Column Is Based On Amount Of Involvement From Total Column).

Cluster Areas	Rank	Awareness	Exploration	Preparation	Total
Transportation	3	10	3	2	15
Construction	4	6	3	4	13
Manufacturing	3	8	4	3	15
Personal Service	3	6	5	4	15
Public Service	3	6	6	3	15
Communication Media	1	10	6	6	22
Fine Arts and Humanities	6	4	3	2	9
Consumer Homemaking	8	4	1	1	6
Hospitality and Recreation	4	6	4	3	13
Health	2	8	5	4	17
Business, Office	2	8	4	5	17
Natural Resources	9	3	1	1	5
Agriculture	5	6	2	2	10
Environmental Control	7	4	2	1	7
Marketing, Distribution	3	9	4	2	15

ALL SCHOOLS - 76

1. Does The Career Education Program Being Implemented In Your School Successfully Emphasize Education As Meaningful Preparation For Work?

YES 67 NO 3 N/R 6

2. *In What Ways Have The Students Shown An Eagerness To Participate In The Program, Such As Requesting;*

(a)	Speakers Relative To Career Education	YES 49	NO 16	N/R 11
(b)	Field Trips Relative To Career Education	YES 48	NO 11	N/R 17
(c)	Career Related Discussions	YES 59	NO 11	N/R 6
(d)	Interest Or Learning Centers Relative To Career Education	YES 43	NO 22	N/R 11
(e)	Other (Specify)			

3. *Please Check The Areas You Have Received Support From The Following: (Multiple Response Possible).*

		Principal	Counselor	Staff Trainer	Director
(a)	Understanding Career Education Curriculum Guides	7	2	57	13
(b)	Individual Lesson Planning Along A Career Theme	2	0	55	6
(c)	Gathering Career Related Materials	5	1	63	13
(d)	Developing Career Related Bulletin Boards	3	0	53	7
(e)	Obtaining Learning Center Materials	1	1	61	9
(f)	Developing Self-Concept Activities	3	1	40	7
(g)	Securing Speakers Relative To Career Education	2	0	51	4
(h)	Scheduling Field Trips Relative To Career Education	5	0	36	0
(i)	Developing Interviewing Skills	2	0	46	2
(j)	Developing Role-Playing Activities	2	1	33	4
(k)	Developing Hands-On-Activities	1	0	41	7
(l)	Providing Encouragement and Reinforcement	16	3	63	15
	Total # Of Support	49	9	599	87
	Percent	7%	1%	80%	12%

In all events (a) - (l), the Staff Trainer provided 80% of the support. Support from the Director accounted for 12%, with the Principals supplying 7%, and the Counselors 1%. These percentages are based only upon support as provided by the four categories listed, and do not consider other supportive personnel.

4. *Please Rank The Following Career Related Items In The Order Of Their Usefulness To You In Implementing The Career Education Program, (i.e., 1 = Most Useful, 10 = Least Useful).*

(a) Learning Centers	*5*
(b) Bulletin Boards	*2*
(c) Discussions	*1*
(d) Interviewing	*3*
(e) Role-Playing	*9*
(f) Hands-On-Activities	*4*
(g) Resource Materials	*6*
(h) Speakers	*7*
(i) Field Trips	*8*
(j) Research (Student Activities)	*10*

Summary of ranking, as based on an average of 73.1 teachers responding to each category.

5. *Have You Encountered Problems Integrating The Career Education Concept Into The Regular Instructional Program In Any Of The Following Areas:*

(a) Speakers Not Available	*YES 7*	*NO 60*	*N/R 9*
(b) Not Enough Training	*YES 27*	*NO 43*	*N/R 6*
(c) Materials Not Available	*YES 9*	*NO 59*	*N/R 8*
(d) Not Enough Time	*YES 56*	*NO 18*	*N/R 2*
(e) Problems Related To Desegregation	*YES 9*	*NO 59*	*N/R 8*
(f) Problems Related To Merger	*YES 12*	*NO 54*	*N/R 10*
(g) Not Interested	*YES 7*	*NO 57*	*N/R 12*
(h) Lack Of Occupational Information	*YES 17*	*NO 51*	*N/R 8*

6. *Have You Received Additional Support Services Other Than For Career Education From The Career Education Coordinator Being Housed At Your School?*

YES 53 NO 18 N/R 5

7. *Please List Any Ideas Or Suggestions That You Feel Would Enhance The Career Education Program In Your School.*

Breckinridge

1. *I think that more definition of the program to the parents would be a good idea. I don't think all parents are aware of what we do. I also think it would be good to have Career related assembly programs put on both by students and special workers.*
2. *Provide funds for field trips, and eliminate the cluster system in the intermediate grades (5-6).*
3. *I am in a time structured program with a phonetically based Language Arts curriculum, and this limits the areas in which Career Education can be implemented.*
4. *It has been a very fine program.*
5. *The Staff Trainer has made herself and her resources available for any question or problem.*

Western Jr.

1. *Give the new teachers entering the school some type of orientation as soon as they arrive. Supply the teachers with a wider variety of materials. Also have teachers who are trained in teaching Career Education just as if it were any other class.*
2. *Have in-service time for Career Education and Career Education workshops (for idea sharing).*
3. *We need a cataloging system to help us when we are planning a unit of work around a particular subject, so that we can pick out something to enhance the skill. Study hall is not the place to teach Career Education. It should not be taught as another subject, but it should be used to show the importance or relevance of the subjects being taught in the regular curriculum. Kids soon get tired of Career Education and are tuning it out. On the whole, our program I feel has been very successful, especially in getting students to become aware of the variety of job areas and to relate subject skills with future aspirations.*
4. *More time for preparation. Some specifics included in the curriculum guides with corresponding materials supplied for courses such as Algebra (not really required for Western next year unless we keep ninth grade).*
5. *More time to plan classroom activities, etc.*
6. *Have as many as three periods per week.*

7. Have more speakers and field trips.

8. Have practical student workbooks for purposes of information and orientation. Also better arranged opportunities for field trips.

9. To have more support from the administration concerning objectives and methods teachers try to implement in their course.

10. The Reading Program didn't provide time or reason for implementing Career Education. They should only integrate Career Education into related subjects (Social Studies and Shop). The reason is a lack of interest by teachers. They may say "yes, I am teaching Career Education," but are they? Is it really a Dr. Jekyll and Mr. Hyde role? Instead of coordinating it could stimulate interest for students as well as teachers. Design lesson plans for student involvement and knowledge manipulation. Also provide some innovations to Career Education. It does not reach the total population of students, not on interest level.

11. I did not really deal with Career Education as a unit. My team teacher was to do this. However, Career Education was included in many aspects of my work.

12. Continue the Career World magazine usage. Continue projects to motivate students. Keep the Staff Trainer, she is very stimulating. It is great to work with such an enthusiastic person.

Central High

1. Need teacher training programs, statement of policy selling the teachers, and state and/or federal funding.

2. The program is very limited in that it relies too much on the knowledge of the teacher. I can give general answers to most questions related to careers. However, questions like "Will a Marine Biologist ever use this information" makes me wonder will he? A partial solution to this problem is now being implemented in the Career Resource Room, and the Intern Program. This allows for individual interest and doesn't have the problems inherent in field trips (i.e., large masses being taken from class and students just going along for the trip).

3. Teachers don't know how to implement the program well enough.

4. I found it difficult to find the time to bring in various aspects of Career Education.

5. I did not put as much time and effort in this as I had planned. However, I am planning on including it in my plans for this coming school year. The Staff Trainer is a fine person. I have enjoyed working with her. She has done a wonderful job.

6. We need a better selling program of what benefits are available through the Career Education Program.

7. I would like to see workshops or Career Fair types of things in the coming year, as I fear activities for students are going to be limited. Field trips will undoubtably be difficult to clear at Board level. Students still have great needs in the area of career planning and information. Many students did not really understand what was happening until the last minute.

8. I cannot think of any additional areas. The Staff Trainer has done well! I find her quite enthusiastic about her work.

9. The Staff Trainer is very knowledgeable and is very supportive. There is a real need to get teachers more interested in Career Education. Many teachers I feel don't realize their state mandated obligation to implement Career Education into the classroom. However, I find that I cannot (and don't agree with) make Career Education a part of every class period everyday.

8. Please Check The Phases Within Each Job Cluster You Have Covered To Date: (Rank Columns Is Based On Amount Of Involvement From Total Column)

Cluster Areas	Rank	Awareness	Exploration	Preparation	Total
Transportation	4	36	7	3	46
Construction	8	27	7	7	41
Manufacturing	7	28	9	5	42
Personal Service	3	29	11	7	47
Public Service	2	29	13	6	48
Communication Media	1	37	15	9	61
Fine Arts and Humanities	9	19	9	5	33
Consumer Homemaking	11	17	6	4	27
Hospitality and Recreation	7	24	10	8	42
Health	6	27	10	6	43
Business, Office	5	28	9	8	45
Natural Resources	13	12	3	2	17
Agriculture	12	16	4	2	22
Environmental Control	10	21	8	3	32
Marketing, Distribution	8	27	8	6	41

REPORT COMPILED BY: JACKIE WILSON
JUNE 25, 1976

DIVISION OF PROCESS EVALUATION AND SYSTEM SERVICES
DEPARTMENT OF RESEARCH AND EVALUATION
JEFFERSON COUNTY PUBLIC SCHOOLS
BROWN EDUCATION CENTER
675 RIVER CITY MALL
LOUISVILLE, KENTUCKY 40202

lc

CAREER EDUCATION PROGRAM
TEACHER QUESTIONNAIRE-PRE AND POST COMPARISON

Location Number -		
	Breckinridge Elem.	550
	Western Junior	710
	Central High	179

	Pre		Post	
Number Responding	Breckinridge	18	Breckinridge	23
	Western Jr.	41	Western Jr.	29
	Central High	36	Central High	24
	All Schools	95	All Schools	76

Breckinridge Elementary Pre 18 Post 23

1. Does The Career Education Program Being Implemented In Your School Successfully Emphasize Education As Meaningful Preparation For Work?

Pre: YES 78% NO 0% N/R 22%

Post: YES 96% NO 0% N/R 4%

2. In What Ways Have The Students Shown An Eagerness To Participate In The Program, Such As Requesting;

(a) Speakers Relative To Career Education

Pre: YES 56% NO 11% N/R 33%

Post: YES 87% NO 9% N/R 4%

(b) Field Trips Relative To Career Education

Pre: YES 61% NO 11% N/R 28%

Post: YES 78% NO 9% N/R 13%

(c) Career Related Discussions

Pre: YES 77% NO 6% N/R 17%

Post: YES 91% NO 9% N/R 0%

(d) Interest Or Learning Centers Relative To Career Education

Pre: YES 61% NO 11% N/R 28%

Post: YES 83% NO 17% N/R 0%

3. Please Check The Areas Where You Have Received Support From The Following: (Actual Numbers Given And Multiple Response Possible).

	Principal		Counselor		Staff Trainer		Director	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
(a) Understanding Career Education Curriculum Guides	4	4			16	21	-	1
(b) Individual Lesson Planning Along A Career Theme	1	2			13	20		
(c) Gathering Career Related Materials	3	2			16	23	-	1
(d) Developing Career Related Bulletin Boards	1	1			13	22		
(e) Obtaining Learning Center Materials	1	1			17	22	-	1
(f) Developing Self-Concept Activities	1	2			11	22		

	Principal		Counselor		Staff Trainer		Director	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
(g) Securing Speakers Relative To Career Education	2	2			10	21		
(h) Scheduling Field Trips Relative To Career Education	3	3			10	17		
(i) Developing Interviewing Skills	1	2			16	23		
(j) Developing Role-Playing Activities	1	2			11	14		
(k) Developing Hands-On- Activities	1	1			14	21		
(l) Providing Encouragement And Reinforcement	3	6			15	23	-	2
Total # Of Support	22	28	N/A		162	249	0	5
Percent	12%	10%			88%	88%	0%	2%

In all events (a) - (l), support from the Staff Trainer remained at 88%. Support from the Director went from 0% to 2%, the Principal from 12% to 10%, and in this case support from the Counselor is not applicable. These percentages are based only upon support as provided by the four categories listed, and do not consider other supportive personnel.

4. Please Rank The Following Career Related Items In The Order Of Their Usefulness To You In Implementing The Career Education Program, (i.e., 1=Most Useful, 10=Least Useful).

	Pre	Post
(a) Learning Centers	6	5
(b) Bulletin Boards	4	3
(c) Discussions	7	6
(d) Interviewing	1	1
(e) Role-Playing	9	7
(f) Hands-On-Activities	3	9
(g) Resource Materials	8	10
(h) Speakers	2	2
(i) Field Trips	5	4
(j) Research (Student Activities)	10	8

Pre Summary of ranking, as based on an average of 15.9 teachers responding to each category.

Post Summary of ranking, as based on an average of 22.2 teachers responding to each category.

5. Have You Encountered Problems Integrating The Career Education Concept Into The Regular Instructional Program In Any Of The Following Areas:

(a) Speakers Not Available

Pre
YES 6% NO 61% N/R 33%

Post
YES 13% NO 83% N/R 4%

(b) Not Enough Training

Pre
YES 23% NO 44% N/R 33%

Post
YES 30% NO 70% N/R 3%

(c) Materials Not Available

Pre
YES 6% NO 55% N/R 39%

Post
YES 17% NO 78% N/R 5%

(d) Not Enough Time

Pre
YES 89% NO 11% N/R 0%

Post
YES 78% NO 22% N/R 0%

(e) Problems Related To Desegregation

Pre
YES 6% NO 61% N/R 33%

Post
YES 17% NO 83% N/R 0%

(f) Problems Related To Merger

Pre
YES 17% NO 55% N/R 28%

Post
YES 22% NO 69% N/R 9%

(g) Not Interested

Pre
YES 0% NO 56% N/R 44%

Post
YES 9% NO 87% N/R 4%

(h) Lack of Occupational Information

Pre
YES 17% NO 44% N/R 39%

Post
YES 26% NO 74% N/R 0%

6. Have You Received Additional Support Services Other Than For Career Education, From The Career Education Coordinator Being Housed At Your School?

Pre
YES 56% NO 33% N/R 11%

Post
YES 74% NO 26% N/R 0%

7. Please Check The Phases Within Each Job Cluster You Have Covered To Date. (Column Is Based On Amount Of Involvement From Total Column).

	Rank		Awareness		Exploration		Preparation		Total	
Cluster Areas	Pre	Post	Pre	post	Pre	post	Pre	post	Pre	Post
Transportation	2	1	8	12	5	0	2	0	15	12
Construction	7	3	3	9	0	0	0	0	3	9
Manufacturing	8	6	2	6	0	0	0	0	2	6
Personal Service	3	3	7	9	3	0	1	0	11	9
Public Service	1	3	10	9	6	0	2	0	18	9
Communication Media	7	1	2	12	0	0	1	0	3	12
Fine Arts And Humanities	9	9	1	3	0	0	0	0	1	3
Consumer Homemaking	6	8	3	4	1	0	0	0	4	4
Hospitality And Recreation	9	5	1	7	0	0	0	0	1	7
Health	4	2	5	10	2	0	0	0	7	10
Business, Office	5	3	5	9	1	0	0	0	6	9
Natural Resources	9	10	1	2	0	0	0	0	1	2
Agriculture	7	8	3	4	0	0	0	0	3	4
Environmental Control	7	7	2	5	1	0	0	0	3	5
Marketing, Distribution	6	1	3	8	1	0	0	0	4	8

Western Junior Pre 41 Post 29

1. Does The Career Education Program Being Implemented In Your School Successfully Emphasize Education As Meaningful Preparation For Work?

Pre
YES 73% NO 10% N/R 17%

Post
YES 72% NO 5% N/R 14%

2. In What Ways Have The Students Shown An Eagerness To Participate In The Program, Such As Requesting;

(a) Speakers Relative To Career Education

Pre
YES 36% NO 44% N/R 20%

Post
YES 45% NO 31% N/R 24%

(b) Field Trips Relative To Career Education

Pre
YES 56% NO 24% N/R 20%

Post
YES 65% NO 14% N/R 21%

(c) Career Related Discussions

Pre
YES 63% NO 24% N/R 12%

POST
YES 72% NO 17% N/R 11%

(d) Interest Or Learning Centers Relative To Career Education

Pre
YES 49% NO 37% N/R 15%

Post
YES 38% NO 34% N/R 28%

3. Please Check The Areas Where You Have Received Support From The Following: (Actual Number Given And Multiple Response Possible).

	Principal		Counselor		Staff Trainer		Director	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
(a) Understanding Career Education Curriculum Guides	5	2	3	1	21	21	8	5
(b) Individual Lesson Planning Along A Career Theme			1	-	16	19	3	2
(c) Gathering Career Related Materials	1	3	1	-	28	21	8	7
(d) Developing Career Related Bulletin Boards	2	2			16	13	4	3
(e) Obtaining Learning Center Materials	1	-	1	1	25	19	6	4
(f) Developing Self-Concept Activities			1	-	14	8	1	3
(g) Securing Speakers Relative To Career Education	2	-			20	14	5	1
(h) Scheduling Field Trips Relative To Career Education	1	1	1	-	14	8	5	-
(i) Developing Interviewing Skills					13	9	3	-
(j) Developing Role-Playing Activities	1	-			13	8	1	2
(k) Developing hands-On-Activities	1	-			17	9	1	2
(l) Providing Encouragement And Reinforcement	13	7	4	2	25	23	7	9
Total # Of Support	27	15	12	5	222	172	52	38
Percent	9%	7%	4%	2%	71%	74%	16%	17%

In all events (a) - (l), support from the Staff Trainer went from 71% to 74%. Support from the Director went from 16% to 17%, the Principal from 9% to 7%, and support from the Counselor went from 4% to 2%. These percentages are based only upon support as provided by the four categories listed, and do not consider other supportive personnel.

4. Please Rank The Following Career Related Items In The Order Of Their Usefulness To You In Implementing The Career Education Program, (i.e., 1=Most Useful, 10=Least Useful).

	Pre	Post
(a) Learning Centers	8	6
(b) Bulletin Boards	2	2
(c) Discussions	1	1
(d) Interviewing	6	7
(e) Role-Playing	4	4
(f) Hands-On-Activities	3	3
(g) Resource Materials	5	9
(h) Speakers	7	8
(i) Field Trips	9	8
(j) Research (Student Activities)	10	10

Pre Summary of ranking, as based on an average of 34.6 teachers responding to each category.

Post Summary of ranking, as based on an average of 27.1 teachers responding to each category.

5. Have You Encountered Problems Integrating The Career Education Condept Into The Regular Instructional Program In Any Of The Following Areas:

	Pre			Post		
	YES	NO	N/R	YES	NO	N/R
(a) Speakers Not Available	22%	56%	22%	3%	76%	21%
(b) Not Enough Training	63%	24%	12%	38%	45%	17%
(c) Materials Not Available	41%	46%	12%	14%	69%	17%
(d) Not Enough Time	66%	27%	7%	72%	24%	4%
(e) Problem Related To Desegregation	10%	66%	24%	7%	76%	17%
(f) Problems Related To Merger	13%	63%	24%	11%	72%	17%
(g) Not Interested	46%	32%	22%	7%	69%	24%

(h) Lack Of Occupational Information

Pre: YES 37% NO 37% N/R 26%

Post: YES 21% NO 62% N/R 17%

6. Have You Received Additional Support Services Other Than For Career Education, From The Career Education Coordinator Being Housed At Your School?

Pre: YES 54% NO 34% N/R 12%

Post: YES 62% NO 31% N/R 7%

7. Please Check The Phases Within Each Job Cluster You Have Covered To Date: (Rank Column Is Based On Amount Of Involvement From Total Column).

Cluster Areas	Rank		Awareness		Exploration		Preparation		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Transportation	7	7	9	14	3	4	2	1	14	19
Construction	13	7	4	12	1	4	1	3	6	19
Manufacturing	4	5	13	14	5	5	3	2	21	21
Personal Service	1	3	15	14	12	6	7	3	34	23
Public Service	4	2	8	14	7	7	6	3	21	24
Communication Media	2	1	17	15	6	9	3	3	26	27
Fine Arts And Humanities	10	5	6	12	2	6	1	3	9	21
Consumer Homemaking	8	8	6	9	4	5	3	3	13	17
Hospitality And Recreation	5	4	8	11	7	6	5	5	20	22
Health	3	9	11	9	7	5	5	2	23	16
Business, Office	12	7	3	11	2	5	2	3	7	19
Natural Resources	9	10	6	7	4	2	2	1	12	10
Agriculture	14	11	4	6	1	2	0	0	5	8
Environmental Control	11	6	5	12	2	6	1	2	8	20
Marketing, Distribution	6	8	8	9	6	4	4	4	18	17

Central High Pre 36 Post 24

1. Does The Career Education Program Being Implemented In Your School Successfully Emphasize Education As Meaningful Preparation For Work?

Pre: YES 39% NO 14% N/R 47%

Post: YES 88% NO 8% N/R 4%

2. In What Ways Have The Students Shown An Eagerness To Participate In The Program, Such As Requesting;

(a) Speakers Relative To Career Education

Pre: YES 39% NO 14% N/R 47%

Post: YES 66% NO 21% N/R 13%

(b) Field Trips Relative To Career Education

Pre: YES 42% NO 14% N/R 44%

Post: YES 46% NO 21% N/R 33%

(c) Career Related Discussions

Pre: YES 50% NO 17% N/R 33%

Post: YES 70% NO 17% N/R 13%

(d) Interest Or Learning Centers Relative To Career Education

Pre: YES 55% NO 17% [illegible]R 28%

Post: YES 54% NO 33% N/R 13%

3. *Please Check The Areas Where You Have Received Support From The Following: (Actual Numbers Given And Multiple Response Possible).*

	Principal		Counselor		Staff Trainer		Director	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
(a) Understanding Career Education Curriculum Guides	2	1	3	1	26	15	7	7
(b) Individual Lesson Planning Along A Career Theme					17	16	5	4
(c) Gathering Career Related Materials			2	-	27	19	6	5
(d) Developing Career Related Bulletin Boards					24	18	5	4
(e) Obtaining Learning Center Materials					25	20	6	4
(f) Developing Self-Concept Activities	-	1	1	1	19	10	2	4
(g) Securing Speakers Relative To Career Education					25	16	3	3
(h) Scheduling Field Trips Relative To Career Education	-	1			16	11	1	-
(i) Developing Interviewing Skills			1	-	18	14	3	2
(j) Developing Role-Playing Activities			1	1	14	11	4	2
(k) Developing Hands-On-Activities					14	11	5	5
(l) Providing Encouragement And Reinforcement	1	3	1	1	23	17	5	4
Total # Of Support	3	6	9	4	248	178	52	44
Percent	1%	3%	3%	2%	79%	76%	17%	19%

In all events (a) - (l), support from the Staff Trainer went from 79% to 76%. Support from the Director went from 17% to 19%, the Principal from 1% to 3%, and support from the Counselor went from 3% to 2%. These percentages are based only upon support as provided by the four categories listed, and do not consider other supportive personnel.

4. *Please Rank The Following Career Related Items In The Order Of Their Usefulness To You In Implementing The Career Education Program (i.e., 1=Most useful, 10=Least Useful).*

	Pre	Post
(a) Learning Centers	6	2
(b) Bulletin Boards	2	1
(c) Discussions	1	3
(d) Interviewing	8	4
(e) Role-Playing	9	8
(f) Hands-On-Activities	10	5
(g) Resource Materials	7	6
(h) Speakers	3	7
(i) Field Trips	5	10
(j) Research (Student Activities)	4	9

Pre Summary of ranking, as based on an average of 33.7 teachers responding to each category.

Post Summary of ranking, as based on an average of 23.7 teachers responding to each category.

5. *Have You Encountered Problems Integrating The Career Education Concept Into The Regular Instructional Program In Any Of The Following Areas:*

(a) *Speakers Not Available*

Pre
YES 14% NO 75% N/R 11%

Post
YES 13% NO 79% N/R 8%

(b) *Not Enough Training*

Pre
YES 36% NO 47% N/R 17%

Post
YES 38% NO 58% N/R 4%

(c) *Materials Not Available*

Pre
YES 12% NO 69% N/R 19%

Post
YES 4% NO 88% N/R 8%

(d) *Not Enough Time*

Pre
YES 72% NO 28% N/R 0%

Post
YES 71% NO 25% N/R 4%

(e) *Problems Related To Desegregation*

Pre
YES 22% NO 58% N/R 20%

Post
YES 13% NO 74% N/R 13%

(f) *Problems Related To Merger*

Pre
YES 33% NO 50% N/R 17%

Post
YES 17% NO 71% N/R 12%

(g) *Not Interested*

Pre
YES 28% NO 55% N/R 17%

Post
YES 13% NO 70% N/R 17%

(h) *Lack Of Occupational Information*

Pre
YES 19% NO 69% N/R 12%

Post
YES 21% NO 66% N/R 13%

6. *Have You Received Additional Support Services Other Than For Career Education, From The Career Education Coordinator Being Housed At Your School?*

Pre
YES 53% NO 36% N/R 11%

Post
YES 74% NO 13% N/R 13%

7. *Please Check The Phases Within Each Job Cluster You Have Covered To Date: (Rank Column Is Based On Amount Of Involvement From Total Column).*

Cluster Areas	Rank		Awareness		Exploration		Preparation		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Transportation	6	3	8	10	3	3	1	2	12	15
Construction	6	4	8	6	3	3	1	4	12	13
Manufacturing	6	3	8	8	2	4	2	3	12	15
Personal Service	4	3	7	6	3	5	4	4	14	15
Public Service	1	3	9	6	5	6	3	3	17	15
Communication Media	2	1	9	10	4	6	3	6	16	22
Fine Arts And Humanities	7	6	7	4	4	3	0	2	11	9
Consumer Homemaking	8	8	7	4	1	1	2	1	10	6
Hospitality And Recreation	9	4	6	6	1	4	2	3	9	13
Health	3	2	9	8	3	5	3	4	15	17
Business, Office	1	2	7	8	6	4	4	5	17	17

Cluster Areas	Rank		Awareness		Exploration		Preparation		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Natural Resources	5	9	9	3	2	1	2	1	13	5
Agriculture	11	5	5	6	1	2	0	2	6	10
Environmental Control	10	7	6	4	1	2	0	1	7	7
Marketing, Distribution	3	3	9	9	3	4	3	2	15	15

All Schools Pre 95 Post 76

1. Does The Career Education Program Being Implemented In Your School Successfully Emphasize Education As Meaningful Preparation For Work?

Pre
YES 80% NO 7% N/R 13%

Post
YES 88% NO 4% N/R 8%

2. In What Ways Have The Students Shown An Eagerness To Participate In The Program, Such As Requesting;

(a) Speakers Relative To Career Education

Pre
YES 41% NO 26% N/R 33%

Post
YES 64% NO 21% N/R 15%

(b) Field Trips Relative To Career Education

Pre
YES 51% NO 18% N/R 31%

Post
YES 63% NO 15% N/R 22%

(c) Career Related Discussions

Pre
YES 61% NO 18% N/R 21%

Post
YES 78% NO 14% N/R 8%

(d) Interest Or Learning Centers Relative To Career Education

Pre
YES 54% NO 24% N/R 22%

Post
YES 57% NO 29% N/R 14%

3. Please Check The Areas You Have Received Support From The Following: (Actual Numbers Given And Multiple Response Possible).

	Principal		Counselors		Staff Trainer		Director	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
(a) Understanding Career Education Curriculum Guides	11	7	6	2	63	57	15	13
(b) Individual Lesson Planning Along A Career Theme	1	2	1	-	46	55	8	6
(c) Gathering Career Related Materials	4	5	3	1	71	63	14	13
(d) Developing Career Related Bulletin Boards	3	3			53	53	9	7
(e) Obtaining Learning Center Materials	2	1	1	1	67	61	12	9
(f) Developing Self-Concept Activities	1	3	2	1	44	40	3	7
(g) Securing Speakers Relative To Career Education	4	2			55	51	8	4
(h) Scheduling Field Trips Relative To Career Education	4	5	1	-	40	36	6	-

	Principal		Counselor		Staff Trainer		Director	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
(i) Developing Interviewing Skills	1	2	1	-	47	46	6	2
(j) Developing Role-Playing Activities	2	2	1	1	38	33	5	4
(k) Developing Hands-On-Activities	2	1			45	41	6	7
(l) Providing Encouragement And Reinforcement	17	16	5	3	63	63	12	15
Total # Of Support	52	49	21	9	632	599	104	87
Percent	6%	7%	3%	1%	78%	80%	13%	12%

In all events (a) - (l), support from the Staff Trainer went from 78% to 80%. Support from the Director went from 13% to 12%, the Principal from 6% to 7%, and support from the Counselor went from 3% to 1%. These percentages are based only upon support as provided by the four categories listed, and do not consider other supportive personnel.

4. Please Rank The Following Career Related Items In The Order Of Their Usefulness To You In Implementing The Career Education Program, (i.e., 1=Most Useful, 10=Least Useful).

	Pre	Post
(a) Learning Centers	6	5
(b) Bulletin Boards	2	2
(c) Discussions	1	1
(d) Interviewing	7	3
(e) Role-Playing	10	9
(f) Hands-On-Activities	4	4
(g) Resource Materials	8	6
(h) Speakers	3	7
(i) Field Trips	5	8
(j) Research (Student Activities)	9	10

Pre Summary of ranking, as based on an average of 83.4 teachers responding to each category.

Post Summary of ranking, as based on an average of 73.1 teachers responding to each category.

5. Have You Encountered Problems Integrating The Career Education Concept Into The Regular Instructional Program In Any Of The Following Areas:

(a) Speakers Not Available

	YES	NO	N/R
Pre	16%	64%	20%
Post	9%	79%	12%

(b) Not Enough Training

	YES	NO	N/R
Pre	45%	37%	18%
Post	36%	56%	8%

(c) Materials Not Available

	YES	NO	N/R
Pre	23%	57%	20%
Post	12%	77%	11%

(d) Not Enough Time

	YES	NO	N/R
Pre	73%	24%	3%
Post	73%	24%	3%

(e) Problems Related To Desegregation

Pre
YES 14% NO 62% N/R 24%

Post
YES 12% NO 77% N/R 11%

(f) Problems Related To Merger

Pre
YES 21% NO 57% N/R 22%

Post
YES 16% NO 71% N/R 13%

(g) Not Interested

Pre
YES 31% NO 45% N/R 24%

Post
YES 9% NO 75% N/R 16%

(h) Lack Of Occupational Information

Pre
YES 26% NO 51% N/R 23%

Post
YES 22% NO 67% N/R 11%

6. Have You Received Additional Support Services Other Than For Career Education From The Career Education Coordinator Being Housed At Your School?

Pre
YES 53% NO 35% N/R 12%

Post
YES 69% NO 24% N/R 7%

7. Please Check The Phases Within Each Job Cluster You Have Covered To Date: (Rank Column Is Based On Amount Of Involvement From Total Column).

	Rank		Awareness		Exploration		Preparation		Total	
Cluster Areas	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Transportation	4	4	25	36	11	7	5	3	41	46
Construction	10	8	15	27	4	7	2	7	21	41
Manufacturing	6	7	23	28	7	9	5	5	35	42
Personal Service	1	3	29	29	18	11	12	7	59	47
Public Service	2	2	27	29	18	13	11	6	56	48
Communication Media	3	1	28	37	10	15	7	9	45	61
Fine Arts And Humanities	10	9	14	19	6	9	1	5	21	33
Consumer Homemaking	8	11	16	17	6	6	5	4	27	27
Hospitality And Recreation	7	7	15	24	8	10	7	8	30	42
Health	3	6	25	27	12	10	8	6	45	43
Business, Office	7	5	15	28	9	9	6	8	30	45
Natural Resources	9	13	16	12	6	3	4	2	26	17
Agriculture	12	12	12	16	2	4	0	2	14	22
Environmental Control	11	10	13	21	4	8	1	3	18	32
Marketing, Distribution	5	8	20	27	10	8	7	6	37	41

TO: BARBARA PRELI

FROM: BEN FREEMAN

SUBJECT: FIRST QUARTER OBSERVATION OF CLASSROOMS

DATE: DECEMBER 19, 1975

Process Evaluation staff made observations as follows:

SCHOOL	DATE	NUMBER OF CLASSROOMS
Breckinridge	December 8, 1975	18
Western Jr.	December 2, 1975	22
Central	December 3, 1975	22

We are reporting the results by each school and a summary for all schools. Comments of teachers are included in a separate section of the reports.

lc

Observers: Linda Dean and Jackie Wilson
Compiled Report: Doug Ryan and Jackie Wilson

	BRECKINRIDGE	WESTERN	CENTRAL	ALL SCHOOLS
I. Learning Centers				
A. Apparent nature of learning centers:				
One job theme (in detail).	0	2	1	3
Many job themes.	8	3	3	14
Center not established yet.	5	6	10	21
Uncertain whether established.	5	11	8	24
B. Center materials consisted of:				
Trade journals/pamphlets.	0	0	5	5
Magazines of uncertain relevance.	1	0	1	2
Resource and tools materials	5	4	2	11
Job environment simulation	0	5	2	7
Not ascertainable	12	13	12	37
C. Observer's rating of learning center quality:				
Superior	5	2	4	11
Very good	3	4	1	8
Good	0	1	2	3
Fair	0	1	2	3
Poor	0	0	1	1
Not applicable	10	13	13	36
II. Curriculum Integration[1]				
A. As based on teacher comment:				
No problems cited	1	1	10	12
Not yet begun	0	3	0	3
Specific examples cited	14	10	7	31
No specific examples cited, but integration in process.	0	1	4	5
*Problems cited (see special comments).				
Not appropriate to level of students	0	0	1	1
Not extensive	2	5	1	8

In Part (A) of categories II, III, V, and the "Reasons Given" section of VI, VII, the number of responses will not equal to number of teachers observed, because some teachers gave either no response or more than one response.

B. Observer's rating of apparent degree of curriculum integration:

	BRECKINRIDGE	WESTERN	CENTRAL	ALL SCHOOLS
Optimal	4	3	6	13
Almost optimal	4	1	2	7
Average	6	5	3	14
Little	4	7	7	18
None	0	3	2	5
Not ascertainable				0

III. Hands-On Project

A. As based on teacher comment:[1]

	BRECKINRIDGE	WESTERN	CENTRAL	ALL SCHOOLS
Specific problems cited	1	2	2	5
No problems cited	0	2	1	3
Discussed, not yet begun	5	2	7	14
Activities for specific jobs	3	0	10	13
Activities, not for specific jobs.	1	4	2	7
Simulated role-playing	6	8	5	19
Not appropriate to level of students.	0	1	1	2
No information ascertainable	2	5	1	8

B. Observer's rating of use of Hands-On Projects:

	BRECKINRIDGE	WESTERN	CENTRAL	ALL SCHOOLS
Optimal	3	3	7	13
Almost opti	2	1	1	4
Average	3	5	4	12
Little	3	7	5	15
None	0	0	6	6
Not applicable	7	5	0	12

IV. Bulletin Boards

	BRECKINRIDGE	WESTERN	CENTRAL	ALL SCHOOLS
Several related to one job	0	0	1	1
Several related to many jobs	6	13	5	24
One related to one job	0	1	2	3
One related to many jobs	8	5	11	24
None apparent	4	3	3	10

	BRECKINRIDGE	WESTERN	CENTRAL	ALL SCHOOLS
V. Discussions[1]				
A. Formal (planned)				
Many	1	3	3	7
Few	1	2	1	4
None	0	0	0	0
B. Undetermined				
Many	1	0	4	5
Few	5	9	8	22
None	1	1	0	2
C. Informal (spontaneous)				
Many	9	7	4	20
Few	1	0	1	2
None	0	0	0	0
VI. Field Trips				
Have already had one or more	1	7	1	9
None yet, but some planned	4	4	10	19
None yet	13	10	11	34
Reasons given:				
No buses available	0	3	1	4
No money	1	0	2	3
Other (see special comments)	1	2	1	4
No reason given	11	8	10	29
VII. Speakers				
Have already had one or more	5	11	7	23
None yet, but some planned	4	4	9	17
None yet	9	7	6	22
Reasons given:[1]				
No reason given	8	6	6	20
Not applicable for this subject.	0	1	0	1
Other (see special comments)	1	1	0	2

SPECIAL COMMENTS OF CAREER EDUCATION TEACHERS OBSERVED

Hands-On-Projects

General Comments:

1. Career Education is a good thing.

Teacher Concerns:[1]

1. Not applicable for Math Department.
2. Not sure whether applicable to English Department.
3. Hard to apply in Art.
4. Two stated that they were new teachers, and had had time for little training and preparation.
5. Have to refer back to Curriculum Guide for Special Education.
6. Special Education class has need to special consideration.

Bulletin Boards

1. New teacher - not enough time to plan.
2. Teacher had just removed one.
3. Teacher changed rooms, and had just removed two.

Discussion

1. Good discussions
2. Typing I is for personal use; no need for discussion.
3. Children even act as secretaries, keeping logs of discussions.
4. Discussions in Special Education depends on students' ability to relate.

Learning Center

(Obs.) 1. Teacher has a mini-mall with mannequins and clothing for window dressing experience. Also a mini-supermarket for shelving and cashier experience.
2. I am a DPI teacher and my time is limited.
(Obs.) 3. Two teachers said they were new and had little or no training.

[1] All comments listed under "Teacher Concerns" are based on teacher comments, preceded by (Obs.), which means an observer's comment.

Curriculum Integration

General Comments:

1. Subject area has always been career related, therefore no problems integrating the curriculum. (Stated by two teachers.)
2. "Career Education really is a good thing."
3. Use techniques from training.

Teacher Concerns

1. Has asked for a curriculum guide for Special Education.
(Obs.) 2. Class not apparently in control, teacher not prepared.
3. Three teachers stated that they had had little training. (New teachers)
4. Difficulty with first graders.
5. Two teachers stated that they had difficulty with Algebra II.
6. Unprepared for Career Education, feel uninformed.
7. Very difficult to work into the regular curriculum.
8. Typing I students not serious about program.
9. Teacher stated she hasn't done some things.
10. Not that much can be done.
11. Merger, new textbooks, and curriculum guide are concerns.

Field Trips

Other Reasons Given (not on form)

1. Too early in the year.
2. We can't!
3. Four teachers stated that they had not had the class long enough to have field trips.
4. Difficult this year.
5. No money, children not ready.
6. Was told not possible.

Speakers

Other Reasons Given (not on form)

1. One teacher stated that she had not been there long enough.
2. Was told that the speaker couldn't make it.

Observers' Comments Follow:

Central - 179 The entire school (including halls and library) are vocation-oriented. The staff trainer makes career materials available to teachers and students. Teachers are provided with instruments for continuously assessing and reassessing their awareness of Career Education concepts.

Western Jr. - 710	*Although evidence of Career Education at Western was not as common as at Central, it could be seen that Western did have a Career Education program in process.*
Breckinridge - 550	*It seems that the high rate of teacher turnover probably accounts for some teachers being less advanced in the process.*

TO: BARBARA PRELI

FROM: BEN FREEMAN

SUBJECT: SECOND QUARTER OBSERVATION OF CLASSROOM

DATE: FEBRUARY 10, 1976

Process Evaluation staff made observations as follows:

SCHOOL	DATE	NUMBER OF CLASSROOMS
Central	January 22, 1976	23
Breckinridge	January 23, 1976	19
Western Jr.	January 26, 1976	14

We are reporting the results by school, and with a summary for all schools. Comments of teachers are appended, as are the observers' comments.

lc

Observers: Jackie Wilson and Linda Dean
Compiled Report: Jackie Wilson and Doug Ryan

	Breckinridge	Western	Central	All
I. Learning Centers				
A. Apparent nature of learning centers:				
In state of preparation	6	1	0	7
One job theme	3	0	0	3
Many job themes	1	3	1	5
Center not established yet	9	6	13	28
Uncertain whether established	0	4	9	13
*B. Center materials consisted of:				
Trade journals/pamphlets	1	0	0	1
Resource materials	2	4	2	8
Job environment simulation	3	0	0	3
C. Observer's rating of learning center quality:				
Superior	1	0	0	1
Very Good	1	0	0	1
Good	1	3	1	5
Fair	0	0	1	1
Poor	0	0	1	1
No Rating	16	11	20	47
II. Curriculum Integration				
A. As based on teacher comment:				
No problem cited	0	0	3	3
Not yet begun	0	1	4	5
Specific examples cited	13	7	9	29
No specific examples cited, but integration in process	0	0	4	4
Problems cited	4	1	1	6
Not extensive	1	1	5	7
Discussion to achieve curriculum integration	4	2	1	7

In Part (A) of categories II, III, V, and the "Reasons Given" section of VI, VII, the number of responses will not equal to number of teachers observed, because some teachers gave either no response or more than one response.

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*Total response does not necessarily equal total persons interviewed, since any teacher may have made either no response, or more than one response.

	Breckinridge	Western	Central	All
B. Observer's rating of apparent degree of curriculum integration:				
Optimal	0	2	0	2
Almost optimal	4	2	1	7
Average	11	4	10	25
Little	3	1	3	7
No Rating	1	5	9	15
III. Hands-On-Projects:				
A. As based on teacher comment:				
Possibly discussed, not yet begun	4	0	12	16
Activities using tools/equipment for specific jobs	6	4	5	15
Activities not for specific jobs	0	4	2	6
Simulated role-playing	5	1	0	6
Not ascertainable	4	5	4	13
B. Observer's rating of use of Hands-On-Projects:				
Optimal	1	3	0	4
Almost Optimal	0	1	0	1
Average	10	1	6	17
Little	0	3	2	5
No Rating	8	6	15	29
IV. Bulletin Boards				
Several related to one job	0	0	0	0
Several related to many jobs	1	2	2	5
One related to one job	0	0	1	1
One related to many jobs	8	8	5	21
None apparent	10	4	15	29
V. Discussions				
A. Formal (planned)				
Many	6	4	4	14
Few	5	4	4	13
None	0	0	0	0

	Breckinridge	Western	Central	All
B. Informal (spontaneous)				
Many	0	3	2	5
Few	3	0	4	7
None	0	0	0	0
C. Both				
Many	4	2	2	8
Few	1	1	3	5
None	0	0	4	4
VI. Field Trips				
Have had one or more	4	4	4	12
None yet, but some planned	2	2	7	11
None	13	8	12	33
Reasons Given:				
No buses available	2	1	2	5
No Money	0	1	0	1
No Reason Given	11	8	10	27
Other (see special comments)				
VII. Speakers				
Have had one or more	5	2	8	15
None yet, but some planned	2	2	7	11
None	13	8	12	33
Reasons Given:				
Not applicable for this subject	0	0	0	0
No Reason Given	10	1	0	11
Other (see special comments)				

Special Comments of Career Education Teachers Observed

Learning Centers

1. Don't know what it is!
2. We use the Career Education room for films and resource materials.
3. I am a temporary appointment. I do no Career Education.
4. Have no equipment for learning centers.
5. I just got the room recently.
6. Hard to get established, no time.

Curriculum Integration

1. No time.
2. We need to do more research.
3. Math is hard to integrate with curriculum.
4. I have strong objections. There is no curriculum to blend into. I oppose teaching it as an isolated subject and it doesn't work well. Object to most of it being done in study hall.
5. To be truthful, I have not gotten into because of study hall.
6. It's difficult to relate careers to seventh graders.
7. Time element is a problem. I have too much planning already. My work load is too much now.
8. I need something to work with. The staff-trainer is helpful, but I haven't got the time or I don't want to take the time. I feel it's extra.
9. No need for a correlation with Career Education.
10. Have no time for Career Education. The students are behind in the regular curriculum. I would like to, but there is no time.
11. Art curriculum guide is too strict for blending with Career Education.
12. Not enough time due to merger and the new quarter system.
13. Emphasis in the military program is on good citizenship, not necessarily careers.
14. I have a general view of Career Education, but not specific. There's not enough time to research it. A coordinator for each department or subject would be helpful.

Hands-On-Projects

1. Nature of subject is already hands on.
2. Role playing does not work.
3. No time.

Bulletin Boards

1. I am a floating teacher.
2. The students are not interested.

Field Trips

1. Too many students!

Observers' Comments

Central	*As in the beginning of the program, things appear to continue running quite smoothly. Some teachers were concerned about the time available for the program, and about the added requirements the Career Education program places on students who were already behind in the regular curriculum. Generally, the Career Education program is as evident during this observation as it was during the first one.*
Western	*The Career Education program was conspicuously in progress and much more evident during this observation. The "Career Education Room" was very impressive. However, some teachers expressed concern over conducting the program during study hall.*
Breckinridge	*Teachers seemed more actively involved in the program during this observation. The "Career Shelf" in the third floor library was a strong asset. Career Education related posters in the halls apparently haven't changed.* *Breckinridge showed an increase in evidence of the program.*

Generally, all three schools reflected a growing involvement with the program. Problems encountered by participating teachers seemed to be of the type normally inherent in any program of this size, centering mainly around scheduling and adopting the programs to fit heterogeneous groups. In summary, the Career Education program seems to be functioning smoothly.

CAREER EDUCATION PROGRAM
BRECKINRIDGE 550
WESTERN JR. 710
CENTRAL HIGH 179

OBSERVATION SUMMARY
BRECKINRIDGE April 1, 1976
WESTERN JR. March 29, 1976
CENTRAL HIGH March 30, 1976

Number Observed		
	Breckinridge	21
	Western Jr.	13
	Central High	11
	All Schools	45

	Breckinridge	Western	Central	All Schools
I. Learning Centers				
A. Apparent Nature of Learning Centers:				
In State of Preparation	1	0	1	2
One Job Theme	1	0	1	2
More Than One Job Theme	13	2	3	18
Center Not Established Yet	3	10	3	16
Uncertain Whether Established	3	1	3	7
*B. Center Materials Consisted Of:				
Trade Journals/Pamphlets	0	0	1	1
Resource Materials	13	2	2	17
Job Environment Simulation	1	0	1	2
C. Observer's Rating of Learning Center Quality:				
Superior	0	0	0	0
Very Good	5	2	1	8
Good	3	0	2	5
Fair	6	0	1	7
Poor	0	0	0	0
No Rating	7	11	7	25

*The Number of Responses Will Not Equal To The Number of Teachers Observed, Because Some Teachers Gave Either No Response Or More Than One Response.

*II. Curriculum Integration

A. As Based On Teacher Comment

	Breckinridge	Western	Central	All Schools
No Problem Cited	1	1	1	3
Problems Cited	6	2	1	9
Specific Examples Cited	5	5	6	16
No Specific Examples Cited, But Integration in Process	4	2	1	7
Discussion To Achieve Curriculum Integration	5	1	0	6
Not Extensive	2	1	2	5
Not Yet Begun	2	1	0	3

B. Observer's Rating Of Apparent Degree of Curriculum Integration:

	Breckinridge	Western	Central	All Schools
Optimal	0	0	0	0
Almost Optimal	1	1	1	3
Average	15	9	6	30
Little	3	2	4	9
No Rating	2	1	0	3

III. Hands-On-Projects

A. As Based on Teacher Comment:

	Breckinridge	Western	Central	All Schools
Activities Using Tools/Equipment for Specific Jobs	5	2	2	9
Activities Not For Specific Jobs	7	4	5	16
Role-Playing	1	2	0	3
Not Extensively	1	1	0	2
Not Since Last Observation	1	0	1	2
Not Ascertainable	3	0	0	3
No Hands-On-Activities	3	4	3	10

B. Observer's Rating Of Use Of Hands-On-Projects:

	Breckinridge	Western	Central	All Schools
Optimal	0	0	0	0
Almost Optimal	6	2	1	9
Average	5	6	6	17
Little	3	1	0	4
No Rating	7	4	4	15

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*The Number Of Responses Will Not Equal To The Number of Teachers Observed, Because Some Teachers Gave Either No Response Or More Than One Response.

	Breckinridge	Western	Central	All Schools
IV. Bulletin Boards				
Several Related To One Job	0	0	0	0
Several Related To Many Jobs	2	5	5	12
One Related To One Job	3	0	0	3
One Related To Many Jobs	7	5	3	15
Same As Last Observation	5	0	0	5
None Apparent	4	3	3	10
V. Discussions				
Formal (Planned)	7	9	5	21
Informal (Spontaneous)	6	1	2	9
Both	6	3	3	12
None	2	0	1	3
VI. Field Trips				
Have Had One Or More	9	2	3	14
None Yet, But Some Planned	4	3	0	7
None	8	8	8	24
VII. Speakers				
Have Had One Or More	14	6	4	24
None Yet, But Some Planned	3	3	0	6
None	4	4	7	15

Comments Of Teachers Observed:

Curriculum Integration

Breckinridge

1. It's going smoother!
2. It is very easy with first grade students.
3. I'm finding more ways, but time is still a problem.
4. It was going pretty good until recently. Now it's going slow.
5. Not really. Since the last time I haven't had a chance to do anything.
6. Not really too good. It is still too much.
7. There are still a lot of problems. There are too many programs.
8. I'm busy trying to get some students on the proper grade level.

Western Jr.

1. It's easy.
2. No problem. I incorporate it as I see it.
3. I haven't done it specifically toward Career Education. It's just a part of my daily lesson.

4. I do most of it in study hall using newspapers.
5. I work it in as best I can. There is no Special Education curriculum.
6. It's a problem making seventh graders relate to vocations. They are not that aware that they need to make a living.

Central

1. I'm trying it.
2. I am doing some of it.
3. It's still rough. It's too much.

Field Trips

Breckinridge

1. We could use some funds for field trips.

Observer's Comments

Generally, all three schools still reflect a growing involvement with the program. The problems encountered by participating teachers seem fewer in number. Comments such as "it's going smoother now" were frequently heard. Posters giving reference to Career Education were evident in the halls and libraries. Overall, the Career Education Program still seems to be functioning smoothly.

lc

OBSERVERS:	LINDA DEAN JACKIE WILSON
REPORT COMPILED BY:	JACKIE WILSON MAY 28, 1976

DIVISION OF PROCESS EVALUATION AND SYSTEM SERVICES
DEPARTMENT OF RESEARCH AND EVALUATION
JEFFERSON COUNTY PUBLIC SCHOOLS
BROWN EDUCATION CENTER
675 RIVER CITY MALL
LOUISVILLE, KENTUCKY 40202

Observation Summary
Three Quarter Comparison

	School	Date	Number Observed
1st Quarter	Breckinridge	December 8, 1975	18
	Western Jr.	December 2, 1975	22
	Central Sr.	December 3, 1975	22
2nd Quarter	Breckinridge	January 23, 1976	19
	Western Jr.	January 26, 1976	14
	Central Sr.	January 22, 1976	23
3rd Quarter	Breckinridge	April 1, 1976	21
	Western Jr.	March 29, 1976	13
	Central Sr.	March 30, 1976	11
Total number of teachers observed over all three quarters			163

Breckinridge Elementary

	1st Quarter	2nd Quarter	3rd Quarter
I. Learning Centers			
A. Apparent Nature Of Learning Centers:			
One Job Theme (in Detail)	0	3	1
Many Job Themes	8	1	13
Center Not Established Yet	5	9	3
Uncertain Whether Established	5	0	3
In State Of Preparation	-	6	1
*B. Center Materials Consisted Of:			
Trade Journals/Pamphlets	0	1	0
Resource Materials	6	2	13
Job Environment Simulation	0	3	1
Not Ascertainable	12	-	-
C. Observer's Rating Of Learning Center Quality:			
Superior	5	1	0
Very Good	3	1	5
Good	0	1	3
Fair	0	0	6
Poor	0	0	0
No Rating	10	16	7
II. Curriculum Integration			
*A. As Based On Teacher Comment:			
No Problem Cited	1	0	1
Problems Cited	-	4	6
Specific Examples Cited	14	13	5
No Specific Examples Cited, But Integration In Process	0	0	4

	1st Quarter	2nd Quarter	3rd Quarter
Not Appropriate To Level Of Students	0	-	-
Not Extensive	2	1	2
Discussion To Achieve Curriculum Integration	-	4	5
Not Yet Begun	0	0	2
B. Observer's Rating Of Apparent Degree Of Curriculum Integration:			
Optimal	4	0	0
Almost Optimal	4	4	1
Average	6	11	15
Little	4	3	3
No Rating	0	1	2
III. Hands-On-Projects			
*A. As Based On Teacher Comment:			
Specific Problems Cited	1	-	-
No Problems Cited	0	-	-
Possibly Discussed, Not Yet Begun	5	4	-
Activities For Specific Jobs	3	6	5
Activities Not For Specific Jobs	1	0	7
Simulated Role-Playing	6	5	1
Not Appropriate To Level Of Students	0	-	-
Not Extensively	-	-	1
Not Since Last Observation	-	-	1
Not Ascertainable	2	4	3
No Hands-On-Activities	-	-	3
B. Observer's Rating Of Use Of Hands-On-Projects:			
Optimal	3	1	0
Almost Optimal	2	0	6
Average	3	10	5
Little	3	0	3
No Rating	7	8	7

*The number of responses will not equal to the number of teachers observed, because some teachers gave either no response or more than one response.

IV. Bulletin Boards			
Several Related To One Job	0	0	0
Several Related To Many Jobs	6	1	2
One Related To One Job	0	0	3
One Related To Many Jobs	8	8	7
Same As Last Observation	-	-	5
None Apparent	4	10	4
V. Discussions			
Formal (Planned)	2	11	7
Informal (Spontaneous)	10	3	6
Both	6	5	6
None	0	0	2

	1st Quarter	2nd Quarter	3rd Quarter
VI. Field Trips			
Have Had One Or More	1	4	9
None Yet, But Some Planned	4	2	4
None	13	13	8
VII. Speakers			
Have Had One Or More	5	5	14
None Yet, But Some Planned	4	2	3
None	9	12	4

Western Junior

	1st Quarter	2nd Quarter	3rd Quarter
I. Learning Centers			
A. Apparent Nature Of Learning Centers:			
One Job Theme (in detail)	2	0	0
Many Job Themes	3	3	2
Center Not Established Yet	6	6	10
Uncertain Whether Established	11	4	1
In State Of Preparation	-	1	0
*B. Center Materials Consisted Of:			
Trade Journals/Pamphlets	0	0	0
Resource Materials	4	4	2
Job Environment Simulation	5	0	0
Not Ascertainable	13	-	-
C. Observer's Rating Of Learning Center Quality:			
Superior	2	0	0
Very Good	3	0	2
Good	0	3	0
Fair	0	0	0
Poor	11	0	0
No Rating	6	11	11
II. Curriculum Integration			
*A. As Based On Teacher Comment:			
No Problem Cited	1	0	1
Problems Cited	-	1	2
Specific Examples Cited	10	7	5
No Specific Examples Cited, But Integration In Process	1	0	2
Not Appropriate To Level	0	-	-
Not Extensive	5	1	1
Discussion To Achieve Curriculum Integration	-	2	1
Not Yet Begun	3	1	1

	1st Quarter	2nd Quarter	3rd Quarter
B. Observer's Rating Of Apparent Degree Of Curriculum Integration:			
Optimal	3	2	0
Almost Optimal	1	2	1
Average	5	4	9
Little	7	1	2
No Rating	6	5	1
III. Hands-On-Projects			
*A. As Based On Teacher Comment:			
Specific Problems Cited	2	-	-
No Problems Cited	2	-	-
Possibly Discussed, Not Yet Begun	2	4	-
Activities For Specific Jobs	0	6	2
Activities Not For Specific Jobs	4	0	4
Simulated Role-Playing	8	5	2
Not Appropriate To Level Of Students	1	-	-
Not Extensively	-	-	1
Not Since Last Observation	-	-	0
Not Ascertainable	5	4	0
No Hands-On-Activities	-	-	4
B. Observer's Rating Of Use Of Hands-On-Projects:			
Optimal	3	3	0
Almost Optimal	1	1	2
Average	5	1	6
Little	7	3	1
No Rating	6	6	4

*The number of responses will not equal to the number of teachers observed, because some teachers gave either no response or more than one response.

IV. Bulletin Boards			
Several Related To One Job	0	0	0
Several Related To Many Jobs	13	2	5
One Related To One Job	1	0	0
One Related To Many Jobs	5	8	5
Same As Last Observation	-	-	0
None Apparent	3	4	3
V. Discussions			
Formal (Planned)	5	8	9
Informal (Spontaneous)	7	3	1
Both	9	3	3
None	1	0	0
VI. Field Trips			
Have Had One Or More	7	4	2
None Yet, But Some Planned	4	2	3
None	11	8	8

VII. Speakers	1st Quarter	2nd Quarter	3rd Quarter
Have Had One Or More	11	2	6
None Yet, But Some Planned	4	2	3
None	7	10	4

Central Senior

I. Learning Centers

A. Apparent Nature Of Learning Centers:

	1st Quarter	2nd Quarter	3rd Quarter
One Job Theme (in detail)	1	0	1
Many Job Themes	3	1	3
Center Not Established Yet	10	13	3
Uncertain Whether Established	8	9	3
In State Of Preparation	-	0	1

*B. Center Materials Consisted Of:

	1st Quarter	2nd Quarter	3rd Quarter
Trade Journals/Pamphlets	5	0	1
Resource Materials	3	2	2
Job Environment Simulation	2	0	1
Not Ascertainable	12	-	-

C. Observer's Rating Of Learning Center Quality:

	1st Quarter	2nd Quarter	3rd Quarter
Superior	3	0	0
Very Good	1	0	1
Good	0	1	2
Fair	0	1	1
Poor	8	1	0
No Rating	10	20	7

II. Curriculum Integration

*A. As Based On Teacher Comment:

	1st Quarter	2nd Quarter	3rd Quarter
No Problem Cited	10	3	1
Problems Cited	-	1	1
Specific Examples Cited	7	9	6
No Specific Examples Cited, But Integration In Process	4	4	1
Not Appropriate To Level Of Students	1	-	-
Not Extensive	1	5	2
Discussion To Achieve Curriculum Integration	-	1	0
Not Yet Begun	0	4	0

B. Observer's Rating Of Apparent Degree Of Curriculum Integration:

	1st Quarter	2nd Quarter	3rd Quarter
Optimal	6	C	0
Almost Optimal	2	1	1
Average	3	10	6
Little	7	3	4
No Rating	4	9	0

		1st Quarter	2nd Quarter	3rd Quarter
III.	**Hands-On-Projects**			
	*A. As Based On Teacher Comment:			
	Specific Problems Cited	2	-	-
	No Problems Cited	1	-	-
	Possibly Discussed, Not Yet Begun	7	12	-
	Activities For Specific Jobs	10	5	9
	Activities Not For Specific Jobs	2	2	16
	Simulated Role-Playing	5	0	3
	Not Appropriate To Level Of Students	1	-	-
	Not Extensively	-	-	2
	Not Since Last Observation	-	-	2
	Not Ascertainable	1	4	3
	No Hands-On-Activities	-	-	10
	B. Observer's Rating Of Use Of Hands-On-Projects:			
	Optimal	7	0	0
	Almost Optimal	1	0	1
	Average	4	6	6
	Little	5	2	0
	No Rating	5	15	4

*The number of responses will not equal to the number of teachers observed, because some teachers gave either no response or more than one response.

		1st Quarter	2nd Quarter	3rd Quarter
IV.	**Bulletin Boards**			
	Several Related To One Job	1	0	0
	Several Related To Many Jobs	5	2	5
	One Related To One Job	2	1	0
	One Related To Many Jobs	11	5	3
	Same As Last Observation	-	-	0
	None Apparent	3	15	3
V.	**Discussions**			
	Formal (Planned)	4	8	5
	Informal (Spontaneous)	6	6	2
	Both	12	5	3
	None	0	4	1
VI.	**Field Trips**			
	Have Had One Or More	1	4	3
	None Yet, But Some Planned	10	7	0
	None Yet	11	12	8
VII.	**Speakers**			
	Have Had One Or More	7	8	4
	None Yet, But Some Planned	9	7	0
	None Yet	6	8	7

All Schools

	1st Quarter	2nd Quarter	3rd Quarter
I. Learning Centers			
A. Apparent Nature Of Learning Centers:			
One Job Theme (in detail)	3	3	2
Many Job Themes	14	5	18
Center Not Established Yet	21	28	16
Uncertain Whether Established	24	13	7
In State Of Preparation	-	7	2
*B. Center Materials Consisted Of:			
Trade Journals/Pamphlets	5	1	1
Resource Materials	13	8	17
Job Environment Simulation	7	3	2
Not Ascertainable	37	-	-
C. Observer's Rating Of Learning Center Quality:			
Superior	10	1	0
Very Good	7	1	8
Good	0	5	5
Fair	0	1	7
Poor	19	1	0
No Rating	26	47	25
II. Curriculum Integration			
*A. As Based On Teacher Comment:			
No Problem Cited	12	3	3
Problems Cited	-	6	9
Specific Examples Cited	31	29	16
No Specific Examples Cited, But Integration In Process	5	4	7
Not Appropriate To Level Of Students	1	-	-
Not Extensive	8	7	5
Discussion To Achieve Curriculum Integration	-	7	6
Not Yet Begun	3	5	3
B. Observer's Rating Of Apparent Degree Of Curriculum Integration:			
Optimal	13	2	0
Almost Optimal	7	7	3
Average	14	25	30
Little	18	7	9
No Rating	10	15	3
III. Hands-On-Projects			
*A. As Based On Teacher Comment:			
Specific Problems Cited	5	-	-
No Problems Cited	3	-	-

	1st Quarter	2nd Quarter	3rd Quarter
Possibly Discussed, Not Yet Begun	14	16	-
Activities For Specific Jobs	13	15	9
Activities Not For Specific Jobs	7	6	16
Simulated Role-Playing	19	6	3
Not Appropriate To Level Of Students	2	-	-
Not Extensively	-	-	2
Not Since Last Observation	-	-	2
Not Ascertainable	8	13	3
No Hands-On-Activities	-	-	10

B. Observer's Rating Of Use Of Hands-On-Projects:

	1st Quarter	2nd Quarter	3rd Quarter
Optimal	13	4	0
Almost Optimal	4	1	9
Average	12	17	17
Little	15	5	4
No Rating	18	29	15

*The number of responses will not equal to the number of teachers observed, because some teachers gave either no response or more than one response.

IV. Bulletin Boards

	1st Quarter	2nd Quarter	3rd Quarter
Several Related To One Job	1	0	0
Several Related To Many Jobs	24	5	12
One Related To One Job	3	1	3
One Related To Many Jobs	24	21	15
Same As Last Observation	-	-	5
None Apparent	10	29	10

V. Discussions

	1st Quarter	2nd Quarter	3rd Quarter
Formal (Planned)	11	27	21
Informal (Spontaneous)	23	12	9
Both	27	13	12
None	1	4	3

VI. Field Trips

	1st Quarter	2nd Quarter	3rd Quarter
Have Had One Or More	9	12	14
None Yet, But Some Plan-ed	18	11	7
None	35	33	24

I. Speakers

	1st Quarter	2nd Quarter	3rd Quarter
Have Had One Or More	23	15	24
None Yet, But Some Planned	17	11	6
None	22	30	15

. Comparison summary will not coincide with individual summary tables, because of adjustments made in raw data. Categories will also vary from report to report, because of changes in format.

CAREER EDUCATION PROGRAM
TEACHER INTERVIEW-SUMMARY

1. DO THE STUDENTS SEEM MORE AWARE OF THE IMPORTANCE OF CAREER EDUCATION TO THE LEARNING PROCESS, BECAUSE OF PARTICIPATION IN THE PROGRAM?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
19	3	1	12	2	0	13	0	1	44	5	2

COMMENTS:

Breckinridge

1. I think that they are much more interested.
2. A little.
3. From limited experience.
4. Hard to say at third grade level, but they do seem more aware.
5. I can't say because I haven't really had it. I'm new. I am about the fourth or fifth teacher for the class this year.
6. I don't see it, but maybe I'm in too many other things.

Western Jr.

1. Yes! I teach Special Education and I use Career Education as I see it. My emphasis is more on preparation as non-skilled workers and goals that are realistic for them.
2. Definitely, about ninety percent.
3. My E.M.H. students are somewhat.
4. Some are and some aren't.
5. I'm not sure that they understand the learning process at all.

Central High

1. The ones that really get involved.
2. Yes. In E.M.H. this is all we've being doing for all the years I have been here.
3. They are more aware of the different types of jobs.
4. School wise yes, but class wise no.
5. Some students aren't aware.
6. I can't say because I don't get in their heads. I know they're more aware.

2. DO YOU FEEL THAT THE CAREER EDUCATION PROGRAM HELPS TO INCREASE STUDENT INTEREST IN SCHOOL?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
14	6	3	7	5	2	13	1	0	34	12	5

COMMENTS:

Breckinridge

1. All the activities are interesting to the students.
2. For some of them.
3. The students have become more aware of and interested in the workers in the school.
4. It makes them more aware of people around the community.
5. The radio program is one example. The children get to see what it's like to produce the program. They are getting a chance to see a lot of different occupations that are available.
6. They enjoy the activities such as field trips, speakers, etc.
7. They ask plenty questions. For example, they want to know if you need these different skills to get a job.
8. The children can see the value of the programs' relevance to their lives.
9. They are interested in what the people do and how much education it takes.
10. The program seems to make the students more aware of the outside world.
11. The students are more willing to learn when given a choice. They realize that some things they learn in school are relative to getting jobs.
12. Students become much more involved.
13. They realize that they have to get an education to have an occupation and be successful.

14. I think it is too early to start Career Education in the first grade. If all first graders were advanced it would be different.
15. It might be true in the upper grades. Students in the first and second grade are intuitively interested in school or they're not.
16. Not my group.
17. It's hard to say for first graders.
18. I can't say for sure yet, but it sounds like it.

Western Jr.

1. I try to stimulate interest and based on this I feel it stimulates. It gives them better insight on what life is all about.
2. In just talking about jobs, they realize that there are things they can do. They participate more.
3. They are more eager.
4. Education becomes more meaningful.
5. Increased resource people makes it more interesting.

6. About fifty percent. Some have already made up their minds to dropout of school when they're sixteen.
7. If it could be on a broader scale it would. A lot of teachers could be more involved with it.
8. Not the way it's being run now.
9. I'm not sure that I can see that it does in school.
10. I felt like it did last year, but not this year.
11. We've had outside problems this year.

Central

1. They are more eager to research. They become more aware and show a lot of enthusiasm.
2. In some cases, I've had students ask for permission to get materials and information on specific occupations.
3. The work we do makes them have a reason for coming.
4. My classes are getting more excited looking into different job fields.
5. My classes are getting packed for one thing.
6. To some extent. Students are actively involved in the activities.
7. Oh yes! They are more interested in foreign languages.
8. It makes them think about their choices of subjects. They are more aware of the proper subjects to take if they are interested in certain fields.
9. In E.M.H. they feel that they are doing the same things as the other students in the school. They feel that they are on the same level in this area.
10. They have a chance to do some very technical things this year concerning careers.

11. Yes, but there are drawbacks. They don't want to hear it all the time.

3a. ARE YOU AS A TEACHER RECEIVING ANY BENEFIT FROM THE SUPPORT SERVICES PROVIDED FOR CAREER EDUCATION?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
21	0	2	12	0	2	13	1	0	46	1	4

3b. IN WHAT AREAS?

COMMENTS:

Breckinridge

1. Staff-trainer is marvelous. She tells us what's available.
2. Staff-trainer has been real helpful. She provides materials for the classrooms.
3. Provides materials, gets speakers for interviews, etc.
4. Basically materials.
5. Staff-trainer provides materials and names of resource people if I don't already have them.
6. Staff-trainer helps with field trips, finding materials, and giving ideas on games, etc.
7. Presented materials, games and resource ideas.
8. In the preparation of teacher made materials. Career Education days are very good. The staff-trainer gives good ideas.
9. Staff-trainer helps to get supplies. She also laminated some games for me. She does a lot of things that I wouldn't have time to do.
10. Things such as books, dittos, interviews, field trips, and the Career Education days are very good.
11. Training sessions are very good.
12. Providing time to put thoughts in order.
13. Career Education days give me time for planning and scheduling. Also resource materials.

14. In-service days open areas for an exchange of ideas between teachers.
15. In all aspects.
16. In-service days are good for making materials. The principal has helped by being willing to participate in interviews.

17. Not really, but it wouldn't be fair to say no. I've been in the room only one month. The change over has been difficult. Staff-trainer has not really gotten around to having another in-service.
18. I am a new teacher, so I can't say.

Western Jr.

1. The principal was interviewed. Staff-trainer provides resource materials.
2. If I ask for it, the staff-trainer helps get speakers and resource materials.
3. Yes, not enough. She helps in all areas such as brochures, booklets, etc.
4. I'm more aware.
5. Provides a Career Education packet with descriptions of occupations.
6. Anytime I need materials I get them.
7. Provided supportive materials, basically for study hall.
8. Spent a whole day with the staff-trainer setting up a curriculum guide for reading.
9. Scheduling field trips. I am going to work with the staff-trainer personally.
10. When I need help, the staff-trainer is always there.

11. I would say there is about thirty-five percent support. The majority of materials have been seek-and-find and it doesn't really do anything for the students.
12. The staff-trainer really tries to help, but there is not that much available that is relevant.

Central High

1. The staff-trainer is excellent at getting speakers and bringing in new materials. She helps to increase knowledge of Career Education.
2. The staff-trainer helps prepare classes for speakers. She provides resource materials.
3. The staff-trainer provides plenty materials.
4. She has helped in getting speakers and research materials.
5. Made me more aware of the real business of teaching. Teachers sometimes fail to remember that we're here to prepare the students for life.
6. The staff-trainer has given me ideas on bulletin boards that I would not have thought of. She has also given me plenty resource materials.
7. There are always a lot of resources available.
8. The occupational handbooks were good.
9. The staff-trainer keeps us up on new things.
10. The staff-trainer helped the class seek the proper discussion questions. She showed them how to interview.
11. She provides information.
12. I probably overuse the support services. The staff-trainer is able to get buses for field trips at reduced rates. She has resource materials on hand at all levels. She has contacts for speakers.

13. We have been told that we will, but I haven't.

3c. DO YOU HAVE SUGGESTIONS FOR ADDITIONAL SUPPORT SERVICES THAT YOU FEEL WOULD BE OF BENEFIT TO YOU?

COMMENTS:

Breckinridge

1. Have someone replace you in the classroom, to make bulletin boards, etc.
2. I haven't gotten that far into Career Education. A great deal of my time is given to language arts.
3. I would like to have more materials, games, and filmstrips. Also, career games related to math and reading.
4. I would like free buses for field trips.
5. Make up a teacher guide for each year level on ideas of how to incorporate Career Education into the curriculum.
6. Bulletin board materials for the fourth year.
7. More Career Education days.
8. Teachers need field trips. They are not aware of a lot of job fields that are available and what they entail.
9. If the staff-trainer could take over the class and do the Career Education part.

Western Jr.

1. If the services would in some way make the initiation of jobs more practical. Students need to know the relevance of mechanical arts, shop, etc.
2. The students need to see and do, but no money is provided for field trips.
3. I would like to see more things that other people are doing in Career Education with E.M.H. children. I would also like to have a day to write and plan curriculum guides for Special Education.
4. I would suggest that we possibly have a scheduled time for the Career Education person here to visit the classroom, instead of leaving it open.
5. The staff-trainer needs to be more organized and efficient in her job.
6. We need something on a more practical level. We need something that really implements basic skills. Also, we need more community involvement.
7. We need more career related speakers.
8. We need some way to get the people in the community more involved.

Central High

1. It would be better if the administration were focused more on Career Education. We need in-service training for Career Education before school starts.
2. I would like more field trips.
3. In the future, something should be developed to unite Career Education into the curriculum.
4. A lot of students waste their study hall. Something pertaining to Career Education could be set up during study hall, to motivate students.
5. Need something more relative to the subject being taught. For an example, the subject that I teach is limited because of the area we live in. There are not a whole lot of things available that are related.
6. We need financial assistance within my department.
7. Need secretarial help for the English department.

4. HAVE YOU BEEN SUCCESSFUL IN MOTIVATING STUDENTS IN CAREER EDUCATION BY USING THE FOLLOWING TECHNIQUES:

(a) Learning Centers
(b) Bulletin Boards
(c) Discussions
(d) Interviewing
(e) Role-Playing
(f) Hands-On-Activities
(g) Speakers
(h) Field-Trips
(i) Research

COMMENTS:

Breckinridge

1. I need more help from the staff-trainer on research.
2. I feel that role-playing is more geared to older students.
3. Bulletin boards have not been that successful, but that may be due to the content.
4. Hands-on-Activities did not help in the regular curriculum that much.
5. I found that bulletin boards were least in motivating students.
6. Role-playing is a waste of time, and bulletin boards are a pain in the neck.

Western Jr.

1. That's difficult to answer, because what we think is successful is not always successful.
2. I don't suppose bulletin boards really motivate, it's just a visual tool. Nor does research.
3. My students are non-readers and writers so research is out.
4. I don't think research has helped that much.
5. I'm not sure about Hands-on-Activities. It's difficult with our kids. They don't take initiative.
6. As far as bulletin boards are concerned, I'm not sure that the students catch on.

Central High

1. The speakers didn't seem to motivate the students. Also, bulletin boards don't seem to do that much.
2. The learning center is kind of a problem, because we don't have access to it all the time. I share the room. Also, role-playing has not worked for me.
3. The students aren't too interested in the films. More advanced films are needed.
4. Bulletin boards are not that important.
5. Role-playing does not work in Math.
6. I haven't found any way to use role-playing in Math.
7. I haven't had any speakers in E.M.H. The students would not profit from it. I tend towards hands-on-activities.

*All the techniques other than those mentioned in comments, were said to be successful.

5a, DO YOU HAVE A CLEAR UNDERSTANDING OF CAREER EDUCATION SUPPLEMENT GUIDES?
b, c

*This question was omitted because in the majority of instances the teachers and staff-trainers were in the process of writing them.

6. IN WHAT WAY(S) HAS THE STAFF-TRAINER IN YOUR SCHOOL HELPED YOU TO BLEND CAREER EDUCATION INTO YOUR REGULAR CURRICULUM?

COMMENTS:

Breckinridge

1. Had discussions on in-service day.
2. Mostly by the things the staff-trainer has made herself. She has shown us different things we can do to blend Career Education in with our curriculum.
3. She has suggested games and the different ways of relating them to Career Education. She also made me familiar with the concept of Career Education.
4. I haven't had her in my classroom yet, but she has given me ideas on in-service days.
5. I have had sessions with her and discussed possibilities. She has given me ideas and materials.
6. She helps me with skills in the kindergarten manual and helped develop games that could be related to the subject matter.
7. She has exposed us to the games and techniques of implementation.
8. Helped with ideas, materials, etc.
9. We had two days in-service to work on hands-on-activities, but the staff-trainer has been busy.
10. Career Education days are very helpful for making materials and activities.
11. In every way. The staff-trainer helps in getting organized to integrate it into the curriculum.
12. In every way.
13. In the training sessions we went over the complete outline to fit Career Education into the curriculum.
14. She helped to schedule interviews, but I haven't asked for help.
15. By giving ideas.
16. She has shown me areas where various careers could be related to the subject.
17. She is very enthusiastic, there when you need her, and provides resource materials. She does a lot of the tedious things that I don't have the time to do.
18. The staff-trainer has given me materials for setting up the learning center.
19. In every way. The Career Education days are very helpful. She always answers questions.
20. In a lot of ways.

Western Jr.

1. In many ways, such as scheduling speakers, talking with the class, etc.
2. The staff-trainer has provided materials.
3. She has scheduled field trips, speakers, and provided materials. She is willing to take over the class to free you for things related to Career Education.
4. The staff-trainer helps get materials, arranges for speakers, etc.

5. By making us more aware of Career Education. We send in reports to the staff-trainer each month.
6. The staff-trainer has given me materials based toward my classes.
7. By providing a guide, speakers, etc.
8. She has given me ideas on integrating the curriculum. She's helpful in every way.
9. She gives me what I need.
10. I have done it mostly. The staff-trainer is going to work with me personally.
11. She hasn't.
12. Not that much, but maybe that is because I haven't asked.
13. I attended the workshop, but I don't feel that it was that beneficial. I think it caused disinterest because it was a repeat of what I've heard.
14. None. I've done it on my own.

Central High

1. By freeing me to write activities that would go with the objectives. She schedules speakers.
2. She worked with me on curriculum guides.
3. The staff-trainer gets information I wouldn't have time to get.
4. The staff-trainer has given me ample material from which to select filmstrips. The in-service day gave me many ideas on how to implement Career Education.
5. On in-service day, we saw and did examples of curriculum integration. We also did a paper on curriculum guides.
6. The staff-trainer has been helpful in furnishing materials. I had previous knowledge for integrating the curriculum.
7. The staff-trainer gave us guidelines for the curriculum. Also provided many resource materials.
8. She always has plenty suggestions.
9. She is always available. Her enthusiasm is catching. She provides new materials that I wouldn't have known about.
10. The staff-trainer has helped with the planning.
11. She is always available to discuss it. She brings in new materials.
12. The staff-trainer has done an excellent job. She has made us aware with resource materials. The meetings are very good.
13. She's been very helpful, but I have always taught careers.
14. In every way!

7. ARE YOU INTERESTED IN CAREER EDUCATION?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
20	3	0	10	3	1	14	0	0	44	6	1

COMMENTS:

Breckinridge

1. I think that it's perfectly legitimate and possible to do in elementary. It seems to come natural for first graders and elementary students. However, sixth grade was difficult.
2. I think it's a good program, but I have not been able to spend enough time on it.
3. It's beneficial and intersting.
4. Yes, very much.
5. It is very pertinent.
6. I am interested in Career Education, but not the paperwork.
7. I have changed my mind about the program. At first I thought it was just something with more paperwork, but not now.
8. I don't see the reason for it. I don't think it blends into the curriculum that well. Students need basics, such as two plus two, etc.
9. I feel that the primary thing in school is reading, writing, and math. There is not enough time for Career Education. It may be alright for secondary, but not for primary grades.
10. I feel it should be emphasized in the secondary grades.
11. I am interested, but I would like it's implementation moved up to begin at the second grade. This year I could have done without it because of other problems. Also, because I am a first grade teacher.

Western Jr.

1. Yes I am interested in the program, and I would be interested in being a supervisor.
2. I love it.
3. I think with the type of school we have here it will be very beneficial.
4. It is good for the students in this area.
5. I think that it is a fine program, but it's not set up right. It needs to be a separate class.
6. I could be interested possibly in another situation. Teaching here, the students are so far behind. I'm so busy teaching the basics that I don't have time to do Career Education. However, I do stress that they need to work.
7. I wouldn't want to teach it as a total program. The students need too many basics.
8. I'm not particularly interested. My main objective is to stress reading.
9. Not to a great extent. Basically, because of all the other programs going on that take up more time. Trying to add Career Education as a new program is hard. I don't think it has worked too well in study halls.

Central High

1. Very much.
2. Especially for certain kinds of students. The Black students.
3. I think it is definitely a vital part of education today. I'm all for it.
4. Definitely. I have always taught it in Home Economics.

5. I have been for a number of years. I was happy to see it come.

6. On a limited scale. I feel the students are getting too much of it. It should be limited.
7. To some extent. This is a bad year to implement it.
8. I'm interested, but there is not enough time.

8a. DO YOU HAVE ENOUGH TIME TO IMPLEMENT CAREER EDUCATION IN YOUR CLASSROOM?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
6	16	1	6	8	0	8	5	1	20	29	2

COMMENTS:

Breckinridge

1. I have not gotten it in as much as I want to, but I have been able to implement it. So, time is really not a problem.
2. I use Alpha-Time with it and it blends well.
3. It's easy with five year olds.
4. Career Education is something that good teachers have been doing all along.
5. In Follow-Through, I have more breaking time to prepare things.
6. I'm trying to find time to get it in. I get it done but not as effectively as I want.

7. I don't have time to do extra specifically for Career Education.
8. The students need more Math and Reading than Career Education.
9. Because of the type of students, there are too many discipline problems.
10. This year I could have done without it, because of other problems and I am a first year teacher. I always end up doing it at home. There are so many demands.
11. It involves more time than I have making games and learning centers.
12. This has been a chaotic year changing from one school to another.
13. English, Math, etc. takes up all the time.
14. There are too many things. Keeping records, other programs, etc.
15. It is hard to integrate the curriculum.
16. Not as much time as I would like. It's added work.
17. In Follow-Through, the children move from one area to another. There is very little discussion. Instead of merging it into the curriculum maybe just one subject.
18. I am a Follow-Through teacher and there are so many other details and bookkeeping that it makes it hard to find time to implement Career Education.
19. Follow-Through is so structured that we have to spend so much time implementing it that there is not enough time for Career Education.
20. Because there are so many programs to be implemented. Merger has been a factor. There are new guidelines to become familiar with.

Western Jr.

1. I make time!
2. I intend to make time.
3. I have enough time, because I teach Industrial Arts.
4. Only on a very simplistic level. Approximately five minute discussions.
5. On a limited scale, but not in-depth.

6. Many things are not relevant. Too much emphasis is on teaching a particular job. In theory they say that it's not that way.
7. Because of the changing curriculum and the inability to follow curriculum guidelines.
8. It's just a problem. There is so much in the curriculum that you have to cover in Social Studies.
9. I teach in the Reading Program and there are a lot of skills to cover. Also, the students are tested every four weeks and this hinders implementing Career Education.
10. I'm in the Reading Program and it's hard to get into anything that is continuous dealing with careers.
11. The Reading Program is designed to divide students up. Also testing every four weeks makes if difficult.

Central High

1. I try to implement it as much as possible. You could always use more time.
2. You have little time to do more than cover the subject area, but I make the time.
3. In Social Studies, it really is part of the curriculum. To do it as well as I would like it would take more time.
4. I get tied up with my regular assignments. I'm accomplishing more than other departments.
5. There are too many other things to do. I feel that I haven't done the job I could.
6. It depends upon the subject. In Advanced Math, I am rushed for time.

7. In trying to follow the curriculum guide, there is just no time for Career Education.
8. There is too much in the regular curriculum guide. I don't feel that I am qualified enough to incorporate Career Education with the regular curriculum guide. I haven't been around long enough.

8b. DO YOU HAVE SUGGESTIONS THAT WOULD HELP IN THIS AREA?

COMMENTS:

Breckinridge

1. How about another pair of hands?
2. A regular classroom would help a lot where I had the children all day.
3. I need to have the staff-trainer come talk with the class and me.
4. Write a curriculum with a list of ideas that you could use.
5. I would like to have more games.
6. Less chaos next year hopefully.
7. Have time alloted specifically for Career Education.
8. More in-service days would help.

Western Jr.

1. Have special workshops and more training.
2. If I had a set amount of time to fit Career Education in.
3. Set up an extra period maybe one day a week. A special Career Education class on an elective basis.
4. More time is needed to write curriculum guides for your subject.
5. One of two programs eases off.
6. If the regular curriculum was stable it would be better.
7. Have a class that they might go to. Other kids get to do it in study hall.
8. If we are to follow curriculum guides so strictly, they need to integrate them.
9. If it's going to be implemented on a district wide basis, it should be taught as a separate course.

Central High

1. Proper planning by everyone involved.
2. Cut out the uneeded parts in the regular curriculum guide.
3. I would like to see more departmental and teacher incentive. Students need to be aware of the things that are available to them that teachers are not providing.
4. We need secretarial help in the English Department. There is so much to do.
5. Whoever writes the curriculum should add Career Education to it.
6. Career Education should be written into the regular curriculum guide. Someone should recommend that Career Education be written into the textbooks.
7. If the regular curriculum did not have to be followed so strictly, it would be better.

9. DOES SOME STUDENTS BEING BEHIND IN THEIR CURRICULUM PREVENT OR HINDER YOU FROM IMPLEMENTING CAREER EDUCATION?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
6	16	1	5	9	0	3	11	0	14	36	1

COMMENTS:

Breckinridge

1. Not in kindergarten.
2. Five year olds are not really behind.
3. No, the whole class participates. It's not on any one level.
4. If anything it serves as a motivation for slower children.

5. I feel that students need more of the basics than a Career Education awareness program. It takes too much time away from basic Reading and Math.
6. There are discipline problems and on top of that the children are slow learners. I have to spend too much time catching them up.

7. Out of twenty-five children, there are about ten who are just beginning to learn their alphabet. These students were not ready to go into a more sophisticated situation, which Career Education calls for.
8. I have three groups that are below grade level and I feel the importance of getting them on level in Language Arts.
9. Children who are at lower levels are not able to read and write, and that hinders them.
10. I have to concentrate more on basics.

Western Jr.

1. There are problems of basic skills. The students are so far behind to speak and read well enough to understand and use the techniques such as interviewing.
2. The students are not coming to school, and if they are not here the days that I do Career Education they miss it.
3. Some very slow learners can't catch on to so many of the techniques.
4. First the students need tp master basic skills.
5. It takes more time to bring the students up to grade level. I see Career Education as something special.

Central High

1. I'm used to the regular curriculum guide, therefore it is no problem for me.
2. I teach on an individual basis in Special Education so there is no problem.
3. I try to teach in such a way that students don't have to be on a certain page number.
4. If a student is behind, he will eventually bring himself up because he's interested.

5. We have been taught to teach basics and we're still hooked to that, so Career Education suffers.
6. I feel the need to teach basics first.
7. With a weak student, I will spend longer with him to catch him up to the class and that takes away from Career Education.

10. ARE THERE OTHER PROBLEMS THAT YOU FEEL INTERFERE WITH THE IMPLEMENTATION OF THE CAREER EDUCATION PROGRAM?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
7	16	0	6	8	0	8	6	0	21	30	0

COMMENTS:

Breckinridge

1. I'm bothered about having one in-service for the sixth grade. I have not had one since and I'm now teaching sixth grade.
2. I need more planning and organization time.
3. I feel that there is something else I should be doing with it, but I don't know what it is. I have a frustration level. I can't do it all.

4. I need more research for the fourth year.
5. I get the idea that the faculty isn't getting too involved.
6. It's difficult to get buses for field trips and I would like to take them.
7. If I knew the regular curriculum guides better, I could spend more time implementing Career Education as well as others.

Western Jr.

1. There are no real guidelines for it. We need specifics in a subject area.
2. There's not enough money to have filmstrips and field trips for these children. Especially these children.
3. In the reading program there is half reading and half social studies. I feel that the Social Studies teacher should initiate Career Education and I can follow through on it.
4. Career Education in study hall defeats the whole purpose of incorporating or relating it to subject matter.
5. It seems like the staff-trainer is taken away from the job to attend meetings all the time.
6. There's a problem getting everybody to agree on the program. A lot feel that it was rammed down their throats.

Central High

1. In a required subject area where there is such an emphasis on centent sometimes it's difficult to relate practical things.
2. We need to be on the same wave length. For example, if everyone could be on the same cluster.
3. The seniors are not as interested because this is the first year for Career Education and they will be graduating this year and won't benefit.
4. The negative attitudes from some of the staff.
5. In German it's difficult. The first year students are a little disadvantaged.
6. Some teachers don't hold up their end of the responsibilities.
7. In Math, I have to spend time at home grading papers and things that I have no time to plan for Career Education.
8. Negative attitudes.

11. DO YOU HAVE ANY SUGGESTIONS THAT YOU FEEL WOULD MAKE THE CAREER EDUCATION PROGRAM IN YOUR SCHOOL MORE SUCCESSFUL?

COMMENTS:

Breckinridge

1. I feel badly that I have not done more. The staff-trainer has been marvelous, but it's hard. The time element is a factor.
2. This program supports everything that I learned in college. It is a realistic program.
3. The staff-trainer is doing a real good job and it is a very good program for the students.
4. It is a very worthwhile program. Children too often grow up without an idea of what they want to be. I feel that most teachers did this kind of teaching all along, but it's good to have a focus on it.

5. I feel that the program has an important place in the curriculum. It makes the students aware that it is important and necessary to learn basic skills in order to be successful.
6. We need a curriculum guide for each teacher. I like Career Education, but I don't know how much effect it has on primary students. It's definitely needed on the intermediate level.
7. It would be helpful to have some kind of guide to give us some ideas on what is really important or things that we are missing. Also, a list of filmstrips and books available on Career Education.
8. I would like to see emphasis on confidence building. Have a positive approach for teachers to use dealing with the children. More emphasis on decision-making and dealing with their own emotions.
9. We need a way of motivating teachers. Figure out a way that teachers could share ideas, to get teachers more involved and cohesive.
10. I feel that since we have had the program this year, next year teachers will feel more secure in it. I would like an in-service day before school starts to prepare for the program.
11. We need more teachers involved with Career Education activities. Have teachers brainstorm some outside of the training sessions. Career Education could be strong in every classroom if there were more motivation. We also need a Career Week or something to involve the community.
12. The staff-trainer is doing an excellent job to promote motivation, but it's up to the individual teacher to do the rest.
13. If the community workers would become more involved in an organized way.
14. If they would tell us to teach it the way we want to teach it. They need to make it more relaxed, not like a regular curriculum. There's still not enough time. There's too much paperwork.
15. It could be implemented by having a designated time per day.
16. If we were told we had to do it, I would do it. If they said we had to devote fifteen minutes to Career Education a day, I would do it. As it is, I devote maybe fifteen minutes a week at random.
17. It would be nice to have a resource room where we could send the students to check out things and do more research. The program needs more time it's new to this school.
18. We need someone in a particular subject area that would do the Career Education. For example, the art teacher teach career related art, music teacher teach career related music, etc. Also I would like to see a broader technique of interviewing.
19. The staff-trainer has been a big help, but I haven't asked for that much help, because I don't have that much interest.

Western Jr.

1. In the beginning, I think it scared everyone, but it's getting better.
2. It's just beginning, but the school itself has done a lot. We're kept up on the latest activities in Career Education.
3. We need a curriculum guide and give teachers time to plan.
4. We need specific guidelines. There is not much organization to it.
5. In this particular area, I would like to see more of the community involved. Maybe we could have an assembly geared to Career Education.
6. If the whole school set goals for what they want to accomplish in terms of Career Education.

7. The program needs to be sold better, to explain it.
8. They need to make it more relevant and practical. Need to draw the community into it.
9. The overall Career Education Program would be more successful if all teachers could have the experience that I had in New York. They would have the chance to see another program in operation.
10. We need some way of getting the students together in a specific class to do Career Education. It's a good program and definitely needed in this area.
11. A scheduled time should be set aside for classes to come to the resource room and talk with the staff-trainer.
12. We need time available for field trips. More of a smooth integration of Career Education into the curriculum. A more systematic approach, clearly defined. As it is, it's too hit and miss.
13. It should be taught as a specific class. I think it's somewhat deceiving to students to tell them about careers making big money when there are so many people that are laid off and unemployed.

Central High

1. We need in-service training before school begins, so that everyone could be sure.
2. I did not get my check for the one in-service day. However, the children sure do need to know about careers.
3. If more teachers participated. I think a lot more would, but they feel like it's being forced on them. They try to make a bigger deal out of it than it really is. Some teachers seem to feel that college is the only thing. They seem to think Career Education is for people of lower intelligence.
4. Need to make teachers more accountable.
5. There should be more people helping the staff-trainer, and more cooperation from some of the staff.
6. The program needs to be stressed a great deal more. In the beginning, I believe the teachers thought that they had a choice in implementing Career Education. I think they looked at it as being vocational education. The staff-trainer has impressed upon them that Career Education is necessary, but some teachers are not interested in teaching period. However, I think that the majority of our teachers are not like that.
7. I still think there are a lot of students that don't know about Career Education. Maybe we could have some incentive kinds of things. For example, contest and rewards for departments that do a good job. I think it's a good program and in coming years it will be more widespread.
8. I feel that several teachers do not know what Career Education can do for their classes. They have been told but it seems to go in one ear and out the other. They seem to resent it. I'm glad we have Career Education here.
9. A little more could be done to make students aware of the program. A lot is done already, but students need more motivation. The staff-trainer does a good job, no one could do better. This has been a frustrating year.
10. It's a good idea, but I'm afraid we will put too much emphasis on one thing. It will lose some of its potential.
11. Teachers in specialized subjects need help in correlating Career Education into their curriculum. It's a fine program and has been an asset.
12. If Career Education is done next year they should be more selective in electing people to the Steering Committee. They need to get people who are more committed to Career Education. When there is money involved, you get people who are really not that committed.

13. We need a newspaper and maybe in the classified section with profiles on occupations. For an example, an outline of everything that you need from the first grade on for specific occupations. Also, Career Education needs to be written into the textbooks.
14. There are negative attitudes that really undermine the Career Education Program. Even to the extent of making it difficult for students to participate in the program, by not letting them make-up work when they participate in career related field trips. People would do a lot more things if there was teacher cooperation. I would like to see it interspersed in all of the curriculum as an important part of it. Career Education should not be set apart as a special program.

CAREER EDUCATION PROGRAM
PRINCIPAL INTERVIEW-SUMMARY

1. ARE YOU AWARE OF CAREER EDUCATION CONCEPTS?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
1	0	0	1	0	0	3	0	0	5	0	0

COMMENTS:

Breckinridge

Western Jr.

Central High

1. Somewhat, but not as familiar as I could be.

2. ARE YOU FAMILIAR WITH CURRICULUM MATERIALS, STRATEGIES, AND TECHNIQUES USED TO IMPLEMENT THE CAREER EDUCATION PROGRAM IN YOUR SCHOOL?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
1	0	0	1	0	0	2	1	0	4	1	0

COMMENTS:

Breckinridge

Western Jr.

1. I depend on the staff-trainer mostly.

Central High

1. Mostly we try to incorporate regular curriculum materials into the program. The staff-trainer supplies many other resource materials which are also used in Career Education, such as filmstrips, speakers, etc.

3. ARE YOU ACTIVELY SUPPORTIVE OF THE CAREER EDUCATION PROGRAM IN YOUR SCHOOL?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
1	0	0	1	0	0	3	0	0	5	0	0

COMMENTS:

Breckinridge

1. Very!

Western Jr.

1. The principal sets the tone of any program.

Central High

1. Definitely.
2. As much as possible.
3. Everyone is.

4. IN WHAT WAYS ARE YOU SUPPORTIVE?

COMMENTS:

Breckinridge

1. I promote Career Education at all meetings. I encourage the children in Career Education participation. Also, acknowledge the benefits of the Career Education Program.

Western Jr.

1. In faculty meetings, I let teachers know I'm very interested in Career Education. I have been interviewed by the students. I try to involve the community.

Central High

1. Have conferences with sponsors of the Career Education Steering Committee. I schedule teachers so that they can attend to Career Education functions. Act as liaison with other resource (community/industrial) people. I put the staff-trainer in touch with people she may not know about. Secure publications for staff-trainer's use. Do other administrative functions especially for Career Education.
2. I promote the program with teachers.
3. I discuss program at departmental meetings.

5. ARE THERE PROBLEMS THAT YOU ARE AWARE OF THAT PREVENT OR HINDER THE IMPLEMENTATION OF THE CAREER EDUCATION PROGRAM IN YOUR SCHOOL?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
1	0	0	1	0	0	1	1	1	3	1	1

COMMENTS:

Breckinridge

1. Two or three teachers seem to be a lot less involved than they could be. This is either from a lack of understanding of how to integrate Career Education into the curriculum, or lack of time seems to be the case.

Western Jr.

1. In staff development. We have a lot of beginning teachers and it's difficult for them to carry on a new program. They are over-whelmed with school period.

Central High

1. Not really a problem, but some of the teachers involved seem to resent being responsible for Career Education duties in addition to their regular workload.
2. Resistance by some teachers to a new responsibility.

6. ARE THERE ADDITIONAL SUPPORT SERVICES THAT WOULD BENEFIT THE CAREER EDUCATION PROGRAM AT YOUR SCHOOL?

BRECKINRIDGE			WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
0	1	0	0	0	1	1	0	2	1	1	3

COMMENTS:

Breckinridge

Western Jr.

1. We need resource materials already set up in a specific subject area. Also a sharing of techniques among the staff.

Central High

1. It would help if Career Education could be written into the regular curriculum guide. The board personnel have been very supportive.
2. I would like to see the intern program expanded.

7. DO YOU HAVE ANY SUGGESTIONS THAT YOU FEEL WOULD MAKE THE CAREER EDUCATION PROGRAM IN YOUR SCHOOL MORE SUCCESSFUL?

COMMENTS:

Breckinridge

1. Formerly, teachers apparently felt that the children were too young for the program, but there's a different atmosphere now. The staff-trainer is doing an excellent job.

Western Jr.

1. I think we've made quite a bit of progress. In setting up any school, we need to assess needs. Need to involve the community and P.T.A. The Reading Program and Career Education are very important programs to have in this school.

Central High

1. Career Education needs more exposure through the media. I know it's succeeding, because I hear the students talking about it. But it needs more publicity. Industry could help more by allowing students to do more on-the-job sort of training. If the students could actually work in the factory (on site), a more informed approach toward job choice could be made. Maybe the State Department could take over, to guarantee funding from year to year. The program needs to expand. It's a good and very beneficial program.
2. Expand the program, and include the feeder schools in the program.
3. I don't know enough about it. I was transferred here from another school and have been too busy to discuss the program with the staff-trainer. The staff-trainer is very effective with the program.

CAREER EDUCATION PROGRAM
COUNSELOR INTERVIEW-SUMMARY

1. ARE YOU THOROUGHLY FAMILIAR WITH THE CAREER EDUCATION GUIDANCE OBJECTIVES?

WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
2	0	0	2	0	1	4	0	1

COMMENTS:

Western Jr.

1. I've gone over them.
2. We had meetings that were very good.

Central High

1. Sort of.

2. HOW HAVE YOU ASSISTED STUDENTS IN DEVELOPING SELF-EXPLORATION AND DECISION-MAKING SKILLS?

e.g. Guidance Classes
Group Counseling
Individual Counseling
None

COMMENTS:

Western Jr.

1. Through group counseling and individual counseling. We have not had classes.
2. With individual counseling. Because of the emphasis on Career Education this year, I try to make them see the importance of staying in school.

Central High

1. Through small group discussions, individually working on schedules. Questions arise in these groups outlining objectives.
2. Through individual counseling.
3. Group counseling, individual counseling, and providing materials to them.

3. HAVE YOU MADE STUDENTS AND TEACHERS AWARE OF THE INTEREST, APPTITUDE, AND OCCUPATIONAL INVENTORIES AVAILABLE TO HELP SET GOALS?

WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
0	1	1	3	0	0	3	1	1

COMMENTS:

Western Jr.

1. I don't know how familiar they are with it. This has been a transitional year, and I have not been involved too much in Career Education because of other things.
2. Don't have them that I know of.

Central High

1. Just a few! Since the program is new, we haven't gotten into the Strong Inventory and GATSBY but plan to.
2. Yes, with the ASVAB. The staff-trainer runs the program.
3. Yes, for example, I gave the vocational interest test for records. I evaluated the tests results. And I have other career related information available also.

4. ARE YOU AVAILABLE TO ASSIST STUDENTS AND TEACHERS TO INTERPRET THE RESULTS OF THESE INVENTORIES?

WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
2	0	0	3	0	0	5	0	0

5. ARE YOU FAMILIAR WITH COMMUNITY RESOURCES?

WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
1	1	0	3	0	0	4	1	0

6. HOW HAVE YOU INVOLVED THE COMMUNITY IN THE CAREER EDUCATION PROGRAM AT YOUR SCHOOL?

COMMENTS:

Western Jr.

1. I can't think of any.

Central High

1. I haven't gotten into that.
2. I act as liaison with community resources. For example, speakers, field trips related to medicine, beauticians, accounting, business, fashion design, and the I.R.S.
3. The staff-trainer does that.

7. HAVE YOU MADE YOURSELF AWARE OF THE JOB OPPORTUNITIES IN ORDER TO ASSIST STUDENTS TOWARDS SETTING FUTURE GOALS?

WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
2	0	0	3	0	0	5	0	0

COMMENTS:

Western Jr.

1. I try to keep them up on jobs that are available.

Central High

1. Yes, but there is more that we can do to help students explore occupations. Maybe the local paper.
2. Yes, with current literature from Manpower Inc., A.C.T., and the State Department.

8. ARE YOU FAMILIAR WITH THE METHODS OF PLACEMENT IN JOBS, COLLEGES, OR POST-SECONDARY TRAINING?

WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
2	0	0	3	0	0	5	0	0

9. ARE YOU INTERESTED IN CAREER EDUCATION?

WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
2	0	0	3	0	0	5	0	0

COMMENTS:

Western Jr.

1. Definitely! I think it's very important.

Central High

1. Very much.

10. BRIEFLY, HOW DO YOU PERCEIVE YOUR ROLE IN THE CAREER EDUCATION PROGRAM IN YOUR SCHOOL?

COMMENTS:

Western Jr.

1. As a support or back-up person to the staff-trainer. To follow-through on things. So many things are covered by the staff-trainer and she does a good job.
2. To try to convince students to stay in school and show them why. Being aware of certain laws and regulations, such as ages that they are allowed to get work permits. I counsel students as to the advantages of staying in school.

Central High

1. To assist students in planning courses for specific occupations plus explore others. To work with the staff-trainer to follow through on job placement. My role is to furnish additional information to students, and be a reference for speakers.
2. As involved in individual counseling, motivating students to think in terms of a career, and to supply resource materials.
3. As a resource only.

11. HAVE YOU ENCOUNTERED PROBLEMS IN YOUR INVOLVEMENT WITH THE CAREER EDUCATION PROGRAM IN YOUR SCHOOL?

WESTERN			CENTRAL			ALL SCHOOLS		
YES	NO	N/R	YES	NO	N/R	YES	NO	N/R
0	2	0	1	2	0	1	4	0

COMMENTS:

Western

1. No, other than some negative reaction from some teachers

Central High

1. Yes, the three quarter system and merger. No grouping has been done for counseling, only individual.

12. DO YOU HAVE ANY SUGGESTIONS THAT YOU FEEL WOULD MAKE THE CAREER EDUCATION PROGRAM IN YOUR SCHOOL MORE SUCCESSFUL?

COMMENTS:

Western

1. More materials, more finance. Need more things to work with. I have only positive feelings toward Career Education. Anything I can do to support it I will.
2. A career room where more resources are available. More updated materials. I think it's a worthwhile program. It has to be geared towards the type of students you have. Career Education for parents is needed in this area.

Central

1. It will be more successful as we become more accustomed to the quarter system.
2. Need to be able to work with groups. Inner-city children are less aware of job opportunities.
3. The program could be more closely coordinated with the counselors.

lc

INTERVIEWS COMPLETED: BRECKINRIDGE - MARCH 1, 1976
WESTERN JR. - MARCH 3, 1976
CENTRAL HIGH - MARCH 2, 1976

INTERVIEWERS: LINDA DEAN
DOUG RYAN
JACKIE WILSON

SUMMARY REPORT COMPLETED: MARCH 15, 1976

REPORT COMPILED BY: JACKIE WILSON

DIVISION OF PROCESS EVALUATION AND SYSTEM SERVICES
DEPARTMENT OF RESEARCH AND EVALUATION
JEFFERSON COUNTY PUBLIC SCHOOLS
BROWN EDUCATION CENTER
LOUISVILLE, KENTUCKY 40202

CAREER EDUCATION PROGRAM

PARENT SURVEY SUMMARY
MARCH 12 - 26, 1976

Breckinridge	550
Western Jr.	710
Central High	179

Number Sent	Breckinridge	300	Number Returned	Breckinridge	151
	Western Jr.	300		Western Jr.	43
	Central	300		Central	73
	All Schools	900		All Schools	267

1a. Have you heard about the Career Education Program at your child's school?

Breckinridge		Western Jr.		Central High		All Schools	
Yes	No	Yes	No	Yes	No	Yes	No
60%	40%	58%	42%	66%	34%	61%	39%

**1b. If so, where did you first hear about the program?

	Breckinridge	Western	Central	All Schools
Your child	34%	58%	52%	43%
A P.T.A. Meeting	2%	5%	10%	4%
A Community Meeting	1%	0%	3%	1%
The Newsletter	23%	5%	1%	14%
Other (Please List)	6%	0%	5%	5%

Comments:

Breckinridge

*From a teacher
*From a friend
*From posters on the walls in the hallways

Central

*In a Health class.
*From a teacher

**Some parents indicated that they heard about the program from more than one source.

2. The Career Education Program:

		Breckinridge	Western	Central	All Schools
(a)	Is for all children in kindergarten through grade twelve.	53%	28%	26%	42%
(b)	Reinforces (helps) students in Reading, Writing, and Math skills.	53%	33%	41%	46%
(c)	Takes away from the student's Reading, Writing, and Math skills.	1%	5%	3%	2%
(d)	Is a part of all subjects	50%	42%	42%	46%
(e)	Is a separate subject	7%	9%	15%	9%
(f)	Is the same as Vocational Education	28%	26%	16%	25%
(g)	Is only for students who are planning to go to college	4%	5%	10%	6%
(h)	Is only for students who are planning to get a job after high school.	15%	23%	40%	23%

3. Do you feel that being made aware of possible careers (jobs) should be an important part of your child's education?

Breckinridge			Western Jr.			Central High			All Schools		
Yes	No	N/R	Yes	No	N/R	Yes	No	N/R	Yes	No	N/R
94%	1%	5%	88%	9%	3%	99%	0%	1%	95%	2%	3%

4a. Does your child seem interested in the Career Education Program at his school?

Breckinridge			Western Jr.			Central High			All Schools		
Yes	No	N/R	Yes	No	N/R	Yes	No	N/R	Yes	No	N/R
67%	10%	23%	63%	30%	7%	56%	33%	11%	64%	19%	17%

4b. If so, how does he show interest?

		Breckinridge	Western	Central	All Schools
(a)	Talks about the program	42%	49%	34%	41%
(b)	Brings home career related projects	14%	14%	10%	13%
(c)	Talks about field trips and speakers	60%	21%	15%	41%
(d)	Talks about what he wants to do in the future	46%	51%	60%	51%
(e)	Other	4%	0%	0%	1%

Comments:

Breckinridge

*Makes posters showing different careers.

5. Do you think that parents should be a part of the Career Education Program?

Breckinridge			Western Jr.			Central High			All Schools		
Yes	No	N/R	Yes	No	N/R	Yes	No	N/R	Yes	No	N/R
82%	5%	13%	65%	28%	7%	65%	25%	10%	75%	14%	11%

Comments:

Breckinridge

*If possible
*If they want to be.

Central

*If they can.
*If they are qualified to do so.

6. Do you feel that the Career Education Program should be continued as a part of the curriculum?

Breckinridge			Western Jr.			Central High			All Schools		
Yes	No	N/R	Yes	No	N/R	Yes	No	N/R	Yes	No	N/R
86%	1%	13%	74%	14%	12%	84%	5%	11%	84%	4%	12%

Comments:

Breckinridge

*If it's used with Language Arts and the ordinary curriculum

Central

*It depends on the student.

7. Would you like to know more about the Career Education Program at your child's school?

Breckinridge			Western Jr.			Central High			All Schools		
Yes	No	N/R	Yes	No	N/R	Yes	No	N/R	Yes	No	N/R
87%	4%	9%	83%	11%	5%	83%	14%	3%	86%	8%	6%

8. Do you have any suggestions that you feel would make the Career Education Program at your child's school more successful?

Breckinridge

1. If possible, involve the community businesses and parent workers.
2. At one of the P.T.A. programs, let a few children tell of some of the experiences that they have had. This might help get some more parents to be interviewed.

3. Let the children play or act out characters.
4. Have field trips to different places to show him different types of jobs to choose from when he gets older.
5. Take field trips to different factories, banks, the courthouse, city hall, hospitals, etc.
6. Have real life experiences with different jobs at school. For instance, the fifth graders running a school supplies store, Home Economics students helping in the cafeteria, etc.

7. This is the first I have seen or heard anything about the Career Education Program. I would like more information on this.
8. I don't know of my child ever being in this program
9. This is the first I've heard of this program.
10. I don't know what this paper is talking about. I haven't heard anything about this program.
11. I think the parents should have conferences with the teachers.
12. I know nothing about this program.
13. This is the first time I've heard about this program.
14. I would like a lot more information on the Career Education Program.
15. I have not heard of any program of this kind. Please send me information about it.

16. No, but I am very pleased that my child is very interested in the program.
17. I think this program is fine as it is, because it shows the children how to meet the public. It also shows them all the different jobs that they can look forward to.
18. I think that it is good to have a child work toward his or her career as soon as he finds out what he would like to do. I can't think of anything that would make it any better. The program itself is just wonderful.
19. None! If it is a good complete program and is integrated into the curriculum, not just a once a week thing.
20. Keep up the good work and continue telling the children about the future and what's out there. It's a very interesting subject and can become even greater as it rolls along. I'm glad that Career Education has come to Breckinridge, that way the children get to learn a little bit more about the careers of the people they live around. The Newsletter is very interesting to read.

Western Jr.

1. I think that the children should be taken on more field trips where they can meet people with careers. It may give the children some idea on what they might want to do when they grow up.

2. No! The program should continue as it has.
3. Keep it the way it is.
4. My understanding is not clear about this program.
5. I don't know enough about it to comment.
6. By not being aware of the program and my son has not discussed it with me, I am unable to complete this questionnaire.
7. I do not know anything about the Career Education Program in the school. I do think it is very important that a child have training in something that they would like to do to make a living when they are adults. My son can't tell me much about the program. He said that the ones that he has attended weren't anything that he would be interested in.

Central

1. Try not to focus so much on vocational and trained labor and give some thought to those children seeking professions.
2. I am not that familiar with it.
3. I don't know enough to say. I would like to know more as soon as possible.
4. I would like to know more, but working does not leave me much time to do so.
5. Let the people be more aware of the program.
6. I have never heard of it. How about informing parents in some way.
7. Keep the parents more informed than you have in the past.
8. Make the students and parents more aware.
9. Let the pupils know about it!
10. Students should be more aware of programs that are available so that they can explain what these programs are all about. I'm not sure they understand the program or the benefits that they receive.

lc

[illegible]RT COMPILED BY: JACKIE WILSON
APRIL 9, 1976

DIVISION OF PROCESS EVALUATION AND SYSTEM SERVICES
DEPARTMENT OF RESEARCH AND EVALUATION
JEFFERSON COUNTY PUBLIC SCHOOLS
BROWN EDUCATION CENTER
675 RIVER CITY MALL
LOUISVILLE, KENTUCKY 40202

CAREER EDUCATION PROGRAM

STUDENT SURVEY SUMMARY
JUNE 1, 1976

Location Number	Breckinridge	550
	Western Jr.	710
	Central High	179

Number Sent	Breckinridge	184	Number Returned	Breckinridge	184
	Western Jr.	80		Western Jr.	79
	Central High	80		Central High	65
	All Schools	344		All Schools	328

Elementary Level
Breckinridge

1. I Like Learning About The Different Jobs That People Do.	YES 99%	NO 1%	N/R 0
2. I Like To Talk To People About The Kind Of Work That They Do.	YES 97%	NO 3%	N/R 0
3. When We Use Games To Learn About Different Jobs, It Is Interesting and Fun.	YES 98%	NO 2%	N/R 0
4. I Learn A Lot When We Talk About What We Need To Learn In School, So That We Can Get A Good Job When We Grow Up.	YES 98%	NO 2%	N/R 0
5. Which Of These Do You Like To Do When You Learn About Careers;			
(a) Talk To The People Who Come To My Class And Tell Me About The Kinds Of Jobs They Do.	YES 95%	NO 5%	N/R 0
(b) Read About All The Kinds of Jobs That People Do.	YES 87%	NO 13%	N/R 0
(c) Go On Field Trips To See What People Do On Different Jobs.	YES 100%	NO 0	N/R 0
(d) See And Touch The Tools That People Use In Their Jobs.	YES 87%	NO 13%	N/R 0
(e) Talk With My Teacher And The Rest Of My Class About Different Jobs	YES 84%	NO 16%	N/R 0

6. When I Am At Home, I Talk About What I Have Learned About Different Jobs. YES 83% NO 17% N/R 0

7. I Want To Learn More About All Kinds Of Jobs. YES 98% NO 2% N/R 0

Secondary Level
Western Jr. - Central High

1a. Have You Learned About Careers (Jobs) This Year?

Western Jr.			Central High		
Yes	No	N/R	Yes	No	N/R
99%	1%	0	92%	8%	0

1b. If No, Why Not?

Central

1. I am not interested?
2. I didn't take many Career Education classes. I learned a little in life-saving class.
3. I didn't attend enough school.
4. No one has brought out the subject in any of my classes.
5. I was not informed by anyone.
6. I have not had any of my teachers talk to me about it.

1c. Would You Have Liked To Learn About Careers?

Western Jr.

1. The one respondent answered no to the above question.

Central

1. Out of four respondents, two answered yes and two answered no to the above question.

2a. Has Learning About Different Careers Been Interesting To You This Year?

Western Jr.			Central High		
Yes	No	N/R	Yes	No	N/R
92%	8%	0	89%	11%	0

2b. If No, Why Not?

Western Jr.

1. It is not exciting enough.
2. It was boring.
3. Because I am already interested in auto mechanics.

Central

1. I already know what my career is going to be.
2. I already have some idea of what I want to do.
3. I only looked up one career at the trailor. I really didn't have time to look at different ones.
4. The material wasn't presented in an interesting way.

3. Since You Have Been In the Career Education Program, Are You Thinking More About What You Want To Do When You Graduate?

Western Jr.			Central		
Yes	No	N/R	Yes	No	N/R
91%	6%	3%	77%	22%	1%

4. Do You Think Reading, Writing, And Math Skills Are Important In Helping You To Get A Good Job?

Western Jr.			Central		
Yes	No	N/R	Yes	No	N/R
97%	3%	0	97%	3%	0

*5. Which Of the Following Are Interesting And Helpful To You When You Are Learning About Careers;

		Western Jr.	Central
(a)	Interviewing Speakers About Their Jobs	59%	60%
(b)	Going On Field Trips To See What People Do On Certain Jobs	78%	82%
(c)	Class Discussions On Different Careers	51%	38%
(d)	Doing Your Own Research On Careers	41%	42%
(e)	Shadowing (Junior High)	33%	-
(f)	Internship (Senior High)	-	48%
(g)	Other (Please List)	3%	3%

Western Jr.

1. Seeing films about different things.
2. Going to basketball, football, and baseball games.

*In question # 5, more than one response was possible.

Central

1. Asking questions of the speakers after class and having them talk to you about their personal experiences.
2. Being able to see professional sport players, and trying the same thing.

6. Do You Talk To Your Parents About The Things You Do And Learn In The Career Education Program?

Western Jr.			Central		
Yes	No	N/R	Yes	No	N/R
59%	41%	0	48%	48%	4%

7. What Are Some Of The Careers (Jobs) That You Have Studied This Year?

Western Jr.	Actual Number		Actual Number
Airforce	1	Banking	12
Accounting/Bookkeeping	15	Business Executive	2
Secretary	6	Technician	2
Clerical	4	Engineering	3
Stockbroker	2	Architecture	5
Construction	4	Teacher	12
Carpentry	1	Music Teacher	2
Brick Laying	1	Principal	6
Truck Driver	1	Counselor	4
Policeman	12	Home Economics	3
City Planning	4	Seamstress	1
Government Worker	1	Hostess	1
Civil Service	2	Housekeeper	1
Postal Service	2	Motherhood	3
Telephone Company	1	Dietician	1
Personnel Officer	1	Restuarant Work	12
Law	2	Store Manager	1
Politician	1	Chef	3
Public Speaking	1	Waiter	1
President	1	Waitress	3
Auto Mechanics	3	Milkman	1
Doctor	2	Interior Decorator	4
Nursing	10	Designer	2
Dentistry	3	Disc Jockey	5
Speech Pathology	1	Newscaster	2
Clinic Worker	2	Interviewer	1
Foster Grandparent	10	Acting	2
Volunteer Worker	1	Musician	1
Veterinarian	4	Math Analyst	1
Computer Analyst	6	Computer Operator	5
computer Programming	3	Computer Maintenance	1
Computer Clerk	1	None	2

Central	Actual Number		Actual Number
Army	3	Ecologist	1
Aviation	2	Pharmacy	5
Engineering	2	Doctor	4
Technician	1	Nursing	6
Electronics	2	Lab. Technician	2
Architecture	3	Psychology	1
Drafting	3	Dentistry	2
Graphic Arts	1	Mortician	2
Contracting	1	Veterinarian	1
Carpentry	1	Mental Health Assistant	1
Electrician	3	Social Work	2
Painter	1	Accounting/Bookkeeper	8
Industry	1	Secretary	5
Machinist	3	Clerk	1
Metal Work	1	Law	1
Truck Driver	1	Legal Secretary	2
Mechanic	10	Probation Officer	1
Farming	2	Teaching	4
County Agent	3	Counseling	1
Forestry	2	Television Programming	1
Greenhouse Work	1	Television Service	1
Radio Technician	1	Banking	2
Radio Broadcasting	3	Insurance	1
Computer Programming	2	Drama	2
Luncheon Worker	1	Musician	1
Food Service	2	Poet	1
Photography	1	Scuba Diving	1
Cosmetology	2	Oceanography	1
Politics	1	Marine Biology	3
Political Science	1	Chemistry	2
Fireman	1	None	1

8a. Have You Discussed Your Career Goals With Your;

Western Jr.	Central
43% Teacher	45% Teacher
8% Counselor	31% Counselor
1% Principal	0 Principal
18% Career Education Staff Trainer	17% Career Education Staff Trainer

8b. *If No, Which Of The Above Would You Have Liked To Discuss Your Career Goals With?*

Western Jr.		*Central*	
16%	Teacher	8%	Teacher
10%	Counselor	18%	Counselor
3%	Principal	0	Principal
13%	Career Education Staff Trainer	11%	Career Education Staff Trainer
5%	Parents	-	Parents
4%	None	5%	None

9. *Is There Anything That You Feel Would Improve The Career Education Program At Your School?*

Western Jr.

1. Have more field trips to different places to see different people at work. It would give you better ideas of what you might like to do.
2. Go on more field trips to see what the people do and how they do it.
3. I think we should go on field trips.
4. I think that if we could go on field trips we could see how they really work.
5. Go on field trips to see people at work.
6. Take more field trips to explore the field of a worker.
7. More trips to different jobs. Have tours through important businesses.
8. If some of us who are really interested could interview someone who has the job that we may want. Also we could go on field trips to learn about other jobs and see what they do and how much they get paid.

9. I think it would be better if it could have some kind of sample of the job. This would be helpful in letting the person know more about the job.
10. We could have movies on people working on their jobs and how they do it.
11. I think that more activities would improve our Career Education Program.
12. More ways for the students to study and look over different jobs.
13. Do more exciting things other than discussing.
14. I feel that if we had more activities to participate in, we would have more respect for our school and try to learn more to represent our school in Career Education.
15. Have a swimming pool or more career teachers and career clubs.
16. Get some professional sports players to come to our school.
17. Studying a career that I would like to make a living out of.

18. Jobs should be discussed more in classes.
19. Get every class in the school to study about careers.
20. We need to have more people interested.
21. I think our Career Education Program is just great, but more classes (subjects) need to get involved.

22. More time to study careers.
23. We should have more time to visit the Career Education room.

24. Right off-hand I can't think of anything that I would like to say except that it is a very good and interesting program.
25. It is very interesting.
26. I think it's great as it is. I learned a lot and I plan to learn more.
27. I think there is everything in the Career Room that we need.
28. Everything is in order.

Central

1. Go on field trips.
2. Take more field trips.
3. Have more field trips and newer films.
4. Go to see more people doing their jobs.

5. Have more speakers to tell and explain about their jobs. What it is they do and how to get an education for that certain job.
6. Have speakers in to tell about their jobs.
7. Have more speakers and get everyone involved.
8. More speakers!

9. Have more staff members.
10. We need better teacher and classroom participation, and more frequent internships.
11. Stay at the place of internship longer than two days.
12. It needs a wider range.

13. They should have Career Education in all classes. I only learned something about a drafting career.
14. We need more careers taught.
15. We need to have a research class on it.
16. More career research.
17. If you could go to study hall everyday and take four or five people to the Career Room to learn more about it.

18. Need more talk about it. Let the people know that there is a Career Program going on.
19. Get more people interested.
20. Let more people know about it.
21. Let you know that you are in the program.

22. Being at my right school.
23. I don't know how good or bad it is at the present time.
24. I think it is very important to help seniors, and help them to know what is offered.

lc

REPORT COMPILED BY: JACKIE WILSON
JUNE 1, 1976

DIVISION OF PROCESS EVALUATION AND SYSTEM SERVICES
DEPARTMENT OF RESEARCH AND EVALUATION
JEFFERSON COUNTY PUBLIC SCHOOLS
BROWN EDUCATION CENTER
675 RIVER CITY MALL
LOUISVILLE, KENTUCKY 40202

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**************************************************************

TASK NUMBER: 10101
 OBTAIN TEACHER FEEDBACK

SCHEDULED                    COMPLETION                 TASK/SUBTASK
   BY                           DATE                       COMPLETE
DCO                          6/10/76                       Y

 ROLE GROUP RESPONSIBLE          ROLE GROUP
DCO     STC      STB      STW     AFFECTED
 X                               TEACHERS

VERIFICATION/COMMENTS:
DCO      COMPLETED FEEDBACK FORMS. SUMMARY OF TEACHER QUESTIONNAIRE DATA.

DOCUMENTATION:
SEE ATTACHED TEACHER QUESTIONNAIRE: ITEMS 3C 3E AND 5C.
SEE ATTACHED TEACHER INTERVIEW: ITEM 3B (COMMENTS).
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***************************************************************************
TASK NUMBER: 10102
 ANALYZE FOR FUTURE USE

SCHEDULED                  COMPLETION              TASK/SUBTASK
   BY                         DATE                   COMPLETE
DCO                         6/10/76                    Y

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO     STC     STB     STW      AFFECTED
 X                              PROGRAM

VERIFICATION/COMMENTS:
DCO     LIST OF MATERIALS RECOMMENDED FOR USE.

DOCUMENTATION:
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*********************************************************************

TASK NUMBER: 10200
 COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL

SCHEDULED                 COMPLETION             TASK/SUBTASK
   BY                        DATE                  COMPLETE
STB                        6/4/76                 YYYYYYYYY
STW                        6/9/76                 YYYYYY

 ROLE  GROUP  RESPONSIBLE       ROLE GROUP
DCO     STC     STB     STW       AFFECTED
                 X       X      TEACHERS
                 X              STUDENTS

VERIFICATION/COMMENTS:
STB        SUMMARY OF TRAINING NEEDS. SUMMARY OF PLANNING SESSIONS
           TRAINING MODULE
STW        LIST OF SKILLS AND CONCEPTS TO BE TAUGHT. LIST OF CAREER
           RELATED ACTIVITIES. MONTHLY ACTIVITY SHEETS

DOCUMENTATION:
SEE ATTACHED TEACHER QUESTIONNAIRE SUMMARY FOR ALL SCHOOLS: ITEM 5
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**********************************************************************
TASK NUMBER: 10202
EVALUATE STUDENTS

SCHEDULED                   COMPLETION                  TASK/SUBTASK
   BY                          DATE                       COMPLETE
DCO                          5/30/76                        Y
STB                          6/4/76                         NNN
STW                          6/9/76                         YY

 ROLE GROUP RESPONSIBLE           ROLE GROUP
DCO      STC      STB      STW     AFFECTED
 X                 X        X      STUDENTS
 X                                 TEACHERS
 X                                 PRINCIPALS
 X                                 STAFF TRAINERS
 X                                 DEPARTMENT OF RESEARCH

VERIFICATION/COMMENTS:
DCO      WRITTEN SAMPLE PLAN. WRITTEN SCHEDULE OF DATES. TESTING
         CONDUCTED. WRITTEN RESULTS CHARTED. LIST OF WEAK AREAS.
         SUMMARY GIVEN TO PRINCIPALS AND TEACHERS.
STB      ACCOMPLISHMENT REPORT NOT FILED.
STW      STUDENT CHECKLIST.

DOCUMENTATION:
SEE ATTACHED STUDENT SURVEY SUMMARY.
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TASK NUMBER: 10300
 COORDINATE THE GUIDANCE ACTIVITIES

SCHEDULED                COMPLETION               TASK/SUBTASK
   BY                       DATE                    COMPLETE
STC                        6/6/76                     N
STB                        6/4/76                     Y

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO     STC     STB     STW     AFFECTED
         X                      COUNSELORS
                 X              TEACHERS
                 X              STUDENTS

VERIFICATION/COMMENTS:
STC      COUNSELORS SCHEDULE WOULD NOT PERMIT.
STB      STATEMENT OF ROLE OF TEACHERS. SUMMARY OF TRAINING SESSIONS.
         LISTING OF RESOURCE MATERIALS. COMPLETED TRAINING MODULE.

DOCUMENTATION:
SEE ATTACHED  COUNSELOR INTERVIEW.
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TASK NUMBER: 10301
 PLAN THE GUIDANCE PROGRAM

SCHEDULED              COMPLETION             TASK/SUBTASK
   BY                     DATE                  COMPLETE
STC                     6/6/76                  NNNN
STB                     6/4/76                  YYYYYYYY

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO     STC     STB     STW     AFFECTED
         X                      COUNSELORS
                 X              TEACHERS
                 X              STUDENTS

VERIFICATION/COMMENTS:
STC     COUNSELORS SCHEDULE WOULD NOT PERMIT.
STB     STATEMENT OF ROLE OF TEACHERS. SUMMARY OF TRAINING SESSIONS.
        LISTING OF RESOURCE MATERIALS     COMPLETED TRAINING MODULE.

DOCUMENTATION:
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TASK NUMBER: 10401
 SUPPLEMENT PRACTICAL ARTS ACTIVITIES

SCHEDULED            COMPLETION          TASK/SUBTASK
   BY                   DATE               COMPLETE
STW                    6/9/76              NNNNNN

 ROLE GROUP RESPONSIBLE      ROLE GROUP
DCO    STC     STB    STW     AFFECTED
                       X     INDUSTRIAL ARTS TEACHERS

VERIFICATION/COMMENTS:
STW     DUE TO NON-COOPERATIVENESS OF INDUSTRIAL ARTS STAFF
        AND TIME LIMITATIONS.

DOCUMENTATION:
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TASK NUMBER: 10402
 EVALUATE STUDENTS

SCHEDULED                 COMPLETION                 TASK/SUBTASK
   BY                        DATE                      COMPLETE
STW                        6/9/76                       N

  ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO     STC     STB     STW      AFFECTED
                         X      STUDENTS

VERIFICATION/COMMENTS:
STW       DUE TO THE NON-COOPERATIVENESS OF THE INDUSTRIAL ARTS
          STAFF AND  TIME LIMITATIONS.

DOCUMENTATION:
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TASK NUMBER: 10500
 COORDINATE SUPPLEMENTARY ACTIVITIES

SCHEDULED                    COMPLETION                TASK/SUBTASK
   BY                           DATE                     COMPLETE
STB                          6/4/76                     YYYYYY
STW                          6/9/76                     YYYY

  ROLE GROUP RESPONSIBLE          ROLE GROUP
DCO      STC      STB      STW      AFFECTED
                   X        X       TEACHERS
                            X       DEPT. HEADS

VERIFICATION/COMMENTS:
STB        ORAL SHARING OF SUGGESTIONS. DISPLAY OF MATERIALS.
           WRITTEN SUMMARY OF ACTIVITIES. REPORTS SUBMITTED
           TO DIRECTOR.
STW        MONTHLY STEERING COMMITTEE REPORT (ON FILE OCE). DISPLAY
           ITEMS (SLIDES IN OCE).

DOCUMENTATION:
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*****************************************************************************
 TASK NUMBER: 10800
  IMPLEMENT INTERNSHIP PROGRAM

 SCHEDULED                  COMPLETION                  TASK/SUBTASK
    BY                         DATE                       COMPLETE
 STC                         6/6/76                          YY

  ROLE GROUP RESPONSIBLE          ROLE GROUP
 DCO      STC      STB      STW      AFFECTED
           X                        STUDENTS
           X                        COMMUNITY

 VERIFICATION/COMMENTS:
 STC      LIST OF CITES. WRITTEN ORIENTATION.(ON FILE OCE)

 DOCUMENTATION:
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*****************************************************************

TASK NUMBER: 10801
 PLACE STUDENTS

SCHEDULED                  COMPLETION                TASK/SUBTASK
   BY                         DATE                     COMPLETE
STC                         6/6/76                     YY

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO      STC      STB     STW       AFFECTED
          X                        STUDENTS
          X                        COMMUNITY

VERIFICATION/COMMENTS:
STC      PLACEMENT LIST. COMPLETED EVALUATION QUESTIONNAIRE.
         (ON FILE OCE)

DOCUMENTATION:
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**********************************************************************
TASK NUMBER: 10802
 EVALUATE STUDENT EXPERIENCE

SCHEDULED                 COMPLETION                TASK/SUBTASK
   BY                        DATE                     COMPLETE
STC                        6/6/76                     YY

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO     STC     STB     STW     AFFECTED
         X                      STUDENTS
         X                      COMMUNITY

VERIFICATION/COMMENTS:
STC       DOCUMENTATION OF PROJECT OR PRESENTATION. SUMMARY LETTER
          (ON FILE OCE)

DOCUMENTATION:
SEE ATTACHED STUDENT SURVEY SUMMARY: ITEM 5F.
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**************************************************************************************

TASK NUMBER: 10803
 PROVIDE FEEDBACK TO HOST COMMUNITY PERSON

SCHEDULED               COMPLETION              TASK/SUBTASK
   BY                      DATE                   COMPLETE
STC                       6/6/76                    Y

  ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO     STC     STB     STW       AFFECTED
         X                       STUDENTS
         X                       COMMUNITY

VERIFICATION/COMMENTS:
STC      THANK YOU LETTER, SUMMARY, AND CERTIFICATE

DOCUMENTATION:
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************************************************************************
TASK NUMBER: 20300
 ADMINISTER EVALUATIVE INSTRUMENTS

SCHEDULED                  COMPLETION            TASK/SUBTASK
   BY                         DATE                 COMPLETE
STC                         6/6/76                 Y
STB                         6/4/76                 YYYY
STW                         6/9/76                 Y

  ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO      STC      STB      STW     AFFECTED
         X        X        X      STUDENTS
                  X               TEACHERS

VERIFICATION/COMMENTS:
STC      TEST DATA.
STB      TEST SCHEDULE AND COMPLETED TESTS.
STW      DATA FROM TESTS (ON FILE OCE).

DOCUMENTATION:
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**********************************************************************

TASK NUMBER: 20301
 RECORD DATA FROM TESTS AND MONITORING EVALUATION

SCHEDULED                COMPLETION               TASK/SUBTASK
   BY                       DATE                    COMPLETE
DCO                       5/30/76                   N

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO      STC      STB      STW     AFFECTED
 X                                TEACHERS
 X                                PRINCIPALS
 X                                STAFF TRAINERS

VERIFICATION/COMMENTS:
DCO      WILL HAVE THE COMPLETE OUTCOMES BY JULY 20 1976

DOCUMENTATION:
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*********************************************************************
TASK NUMBER: 20302
 ANALYZE DATA

SCHEDULED                 COMPLETION              TASK/SUBTASK
   BY                        DATE                   COMPLETE
DCO                        5/30/76                    NN

  ROLE GROUP RESPONSIBLE       ROLE GROUP
 DCO     STC     STB     STW    AFFECTED
  X                            TEACHERS
  X                            PRINCIPALS
  X                            STAFF TRAINERS

 VERIFICATION/COMMENTS:
 DCO      WILL HAVE THE COMPLETE OUTCOMES BY JULY 20 1976

 DOCUMENTATION:
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*****************************************************************************
TASK NUMBER: 20303
 PROVIDE FEEDBACK

SCHEDULED               COMPLETION               TASK/SUBTASK
   BY                      DATE                    COMPLETE
DCO                      5/30/76                   NN

  ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO      STC      STB      STW       AFFECTED
 X                                  TEACHERS
 X                                  PRINCIPALS
 X                                  STAFF TRAINERS

VERIFICATION/COMMENTS:
DCO      WILL HAVE THE COMPLETED OUTCOMES BY JULY 20 1976

DOCUMENTATION:
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*****************************************************************************

TASK NUMBER: 20400
OBSERVATION IN THE CLASSROOM

SCHEDULED                   COMPLETION                 TASK/SUBTASK
   BY                          DATE                      COMPLETE
STB                          6/4/76                      NNN
STW                          6/9/76                      YY

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO      STC      STB      STW      AFFECTED
                   X        X      TEACHERS

VERIFICATION/COMMENTS:
STB      TIME DID NOT PERMIT THIS ACTIVITY.
STW      COMPLETED CHECKLIST. WRITTEN NOTICES.

DOCUMENTATION:
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************************************************************
TASK NUMBER: 20401
 RECORD DATA FROM SECOND QUARTER OBSERVATIONS

SCHEDULED                  COMPLETION                TASK/SUBTASK
   BY                         DATE                     COMPLETE
DCO                         3/25/76                      YY

 ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO      STC      STB      STW    AFFECTED
 X                                TEACHERS
 X                                PRINCIPALS
 X                                STAFF TRAINERS
 X                                DEPT. OF RESEARCH

VERIFICATION/COMMENTS:
DCO      WRITTEN SUMMARIES.

DOCUMENTATION:
SEE ATTACHED SECOND QUARTER OBSERVATION SUMMARY.
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**************************************************************************

TASK NUMBER: 20402
 ANALYZE DATA PER OUTCOME

SCHEDULED                    COMPLETION                 TASK/SUBTASK
   BY                           DATE                      COMPLETE
DCO                           6/15/76                     YY

 ROLE GROUP RESPONSIBLE      ROLE GROUP
DCO     STC     STB     STW   AFFECTED
 X                           TEACHERS
 X                           PRINCIPALS
 X                           STAFF TRAINERS
 X                           DEPT. OF RESEARCH

VERIFICATION/COMMENTS:
DCO     LIST OF VARIANCES. (ON FILE DCE).

DOCUMENTATION:
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*****************************************************************************

TASK NUMBER: 20403
 PROVIDE FEEDBACK

SCHEDULED                    COMPLETION                  TASK/SUBTASK
   BY                           DATE                       COMPLETE
DCO                           3/15/76                       XX

  ROLE GROUP RESPONSIBLE          ROLE GROUP
DCO      STC      STB      STW       AFFECTED
 X                                  STUDENTS
 X                                  TEACHERS
 X                                  PRINCIPALS
 X                                  STAFF TRAINERS
 X                                  DEPT. OF RESEARCH

VERIFICATION/COMMENTS:
DCO      CONFIRM THIRD QUARTER DATES FOR OBSERVATIONS.

DOCUMENTATION:
SEE ATTACHED THIRD QUARTER OBSERVATION SUMMARY.
```

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**********************************************************************

TASK NUMBER: 20500
 CONDUCT MONTHLY WORKSHOPS

SCHEDULED                   COMPLETION                TASK/SUBTASK
   BY                          DATE                     COMPLETE
STC                          6/6/76                     NNNN
STW                          6/9/76                     YY

  ROLE GROUP RESPONSIBLE          ROLE GROUP
DCO      STC       STB       STW       AFFECTED
          X                   X      TEACHERS

VERIFICATION/COMMENTS:
STC       NO ACCOMPLISHMENT REPORT FILED.
STW       OPERATIONAL PLAN (ON FILE OCE). TEACHER SURVEY.

DOCUMENTATION:
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*************************************************************************

TASK NUMBER: 20501
 EVALUATE TRAINING

SCHEDULED                  COMPLETION                TASK/SUBTASK
   BY                         DATE                     COMPLETE
STC                         6/6/76                        N
STW                         6/9/76                        Y

  ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO      STC      STB      STW      AFFECTED
          X                 X       TEACHERS

VERIFICATION/COMMENTS:
STC        NO ACCOMPLISHMENT REPORT FILED.
STW        EVALUATIVE TRAINING SHEETS.

DOCUMENTATION:
SEE ATTACHED TEACHER INTERVIEW: ITEM 8B
```

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*******************************************************************************

TASK NUMBER: 20502
 PROVIDE FEEDBACK TO PARTICIPANTS

SCHEDULED              COMPLETION              TASK/SUBTASK
   BY                     DATE                   COMPLETE
STC                      6/6/76                   N
STW                      6/9/76                   Y

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCD      STC      STB      STW      AFFECTED
          X                 X      TEACHERS

VERIFICATION/COMMENTS:
STC       ACCOMPLISHMENT REPORT NOT FILED.
STW       LIST OF IDEAS DISTRIBUTED TO THE TEACHERS.

DOCUMENTATION:
SEE ATTACHED TEACHER QUESTIONNAIRE SUMMARY: ITEM 3.
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TASK NUMBER: 20600
 DEMONSTRATE TEACHING STRATEGIES

SCHEDULED                  COMPLETION                 TASK/SUBTASK
   BY                         DATE                      COMPLETE
STC                          6/6/76                     N
STB                          6/4/76                     YYYY
STW                          6/9/76                     YY

  ROLE GROUP RESPONSIBLE       ROLE GROUP
DCU     STC      STB      STW      AFFECTED
         X        X        X      TEACHERS

VERIFICATION/COMMENTS:
STC       TEACHERS' SCHEDULE DID NOT PERMIT.
STB       SCHEDULE OF DEMONSTRATIONS. OUTLINE OF DEMONSTRATIONS.
STW       DEMONSTRATION OUTLINE.

DOCUMENTATION:
SEE ATTACHED TEACHER QUESTIONNAIRE SUMMARY: ITEMS 3F 3I 3J 3K
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***********************************************************************

TASK NUMBER: 20601
 PROVIDE FEEDBACK TO TEACHERS

SCHEDULED                COMPLETION               TASK/SUBTASK
   BY                       DATE                    COMPLETE
STC                        6/6/76                     NNN
STB                        6/4/76                     YY
STW                        6/9/76                     YYY

 ROLE  GROUP  RESPONSIBLE         ROLE  GROUP
DCO     STC      STB      STW      AFFECTED
         X        X        X      TEACHERS

VERIFICATION/COMMENTS:
STC      TEACHERS' SCHEDULE DID NOT PERMIT
STB      SUMMARY OF FEEDBACK. ANALYSIS OF DATA
STW      TEACHER DEVELOPED PLANS. WRITTEN NOTICES (COPIES NOT KEPT)

DOCUMENTATION:
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************************************************************************

TASK NUMBER: 20700
 CONDUCT PLANNING SESSIONS WITH INDIVIDUAL TEACHERS

SCHEDULED                 COMPLETION                TASK/SUBTASK
   BY                        DATE                     COMPLETE
STB                         6/4/76                    YYYY
STW                         6/9/76                    YYYYYY

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCU      STC      STB      STW      AFFECTED
                   X        X      TEACHERS

VERIFICATION/COMMENTS:
STB      SCHEDULE OF SESSIONS
STW      OPERATIONAL PLAN. COMPLETED ACTIVITY SHEETS (ON FILE OCE)

DOCUMENTATION:
(SEE ATTACHED TEACHER QUESTIONNAIRE SUMMARY ITEM #38)
```

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*****************************************************************************************

TASK NUMBER: 20701
 EVALUATE SESSIONS

SCHEDULED                          COMPLETION                        TASK/SUBTASK
   BY                                 DATE                             COMPLETE
STB                                 6/4/76                                Y
STW                                 6/9/76                                Y

 ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO      STC      STB      STW      AFFECTED
                   X        X       TEACHERS

VERIFICATION/COMMENTS:
STB       COMPLETED LESSON PLANS
STW       CLASSROOM OBSERVATION

DOCUMENTATION:
```

```
*************************************************************************
END
TASK NUMBER: 20800
 CONDUCT POST SERVICE TRAINING

SCHEDULED              COMPLETION             TASK/SUBTASK
   BY                     DATE                  COMPLETE
STB                     6/4/76                  YYYYY
STW                     6/18/76                 YYYYY

 ROLE GROUP RESPONSIBLE      ROLE GROUP
DCO     STC    STB    STW     AFFECTED
                X      X     TEACHERS

VERIFICATION/COMMENTS:
STB      AGENDA OF TRAINING SESSION. SCHEDULE OF TRAINING
         COMPLETED TRAINING MODULE (ON FILE IN OCE)
STW      PROGRAM DESIGN 1976-1977 (OCE). LIST OF OBJECTIVES (OCE)
         OPERATION PLAN (OCE). EVALUATIVE INSTRUMENTS

DOCUMENTATION:
(SEE ATTACHED TEACHER QUESTIONNAIRE SUMMARY ITEM #5B)
```

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******************************************************************************
TASK NUMBER: 30100
 COORDINATE COUNSELORS

SCHEDULED                    COMPLETION                  TASK/SUBTASK
   BY                           DATE                       COMPLETE
DCO                          5/30/76                        Y

  ROLE GROUP RESPONSIBLE          ROLE GROUP
 DCO      STC      STB      STW      AFFECTED
  X                                 COUNSELORS

 VERIFICATION/COMMENTS:
 DCO       AGENDA OF PROGRAM (OCE)

 DOCUMENTATION:
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**************************************************************************

TASK NUMBER: 30101
 CONDUCT ORIENTATIONS

SCHEDULED                    COMPLETION                    TASK/SUBTASK
   BY                           DATE                         COMPLETE
DCO                          5/30/76                          YY

 ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO     STC      STD      ST#     AFFECTED
 X                               COUNSELORS

VERIFICATION/COMMENTS:
DCO       AGENDA OF PROGRAM (OCE)

DOCUMENTATION:
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************************************************************************

TASK NUMBER: 30102
 OBTAIN FEEDBACK

SCHEDULED                 COMPLETION                TASK/SUBTASK
   BY                        DATE                     COMPLETE
DCO                        5/30/76                      Y

  ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO      STC      STB      STW    AFFECTED
 X                                COUNSELORS

VERIFICATION/COMMENTS:
DCO      AGENDA OF PROGRAM (OCE)

DOCUMENTATION:
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*************************************************************************************************

TASK NUMBER: 30200
 CONDUCT ADVISORY COUNCIL MEETINGS

SCHEDULED                    COMPLETION                 TASK/SUBTASK
   BY                           DATE                      COMPLETE
DCO                           5/30/76                     YYYY

  ROLE GROUP RESPONSIBLE         ROLE GROUP
 DCO     STC     STB     STW      AFFECTED
  X                              STAFF TRAINERS
  X                              ADVISORY MEMBERS

 VERIFICATION/COMMENTS:
 DCO      NEW MEMBERSHIP LIST, SCHEDULED DATES
          WRITTEN AGENDA (ON FILE OCE)

 DOCUMENTATION:
```

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****************************************************************************

TASK NUMBER: 30201
 CONDUCT MEETINGS

SCHEDULED               COMPLETION              TASK/SUBTASK
   BY                      DATE                   COMPLETE
DCO                      5/30/76                  YYY

 ROLE GROUP RESPONSIBLE          ROLE GROUP
DCO     STC     STB     STW       AFFECTED
 X                               STAFF TRAINERS
 X                               ADVISORY MEMBERS

VERIFICATION/COMMENTS:
DCO     COMMITTEE SUMMARIES (ON FILE OCE)

DOCUMENTATION:
```

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************************************************************************************

TASK NUMBER: 30202
 OBTAIN FEEDBACK

SCHEDULED                  COMPLETION              TASK/SUBTASK
   BY                         DATE                   COMPLETE
DCO                         5/30/76                    Y

 ROLE GROUP RESPONSIBLE          ROLE GROUP
DCO      STC      STB      STW     AFFECTED
 X                                 STAFF TRAINERS
 X                                 ADVISORY MEMBERS

VERIFICATION/COMMENTS:
DCO      COMPLETED FEEDBACK

DOCUMENTATION:
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```
********************************************************
TASK NUMBER: 30300
 ESTABLISH PARENT COMMUNITY VOLUNTEER SYSTEM

SCHEDULED               COMPLETION              TASK/SUBTASK
   BY                      DATE                   COMPLETE
STW                       6/9/76                     Y

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO     STC     STB     STW     AFFECTED
                         X      PARENTS
                         X      COMMUNITY

VERIFICATION/COMMENTS:
STW      AGENDA FOR PRESENTATION TO P.T.A (ON FILE DCE)

DOCUMENTATION:
```

```
******************************************************************

TASK NUMBER: 30301
 ESTABLISH PLAN FOR VOLUNTEER SYSTEM

SCHEDULED                 COMPLETION               TASK/SUBTASK
   BY                        DATE                    COMPLETE
STW                         6/9/76                     Y

  ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO     STC      STB     STW      AFFECTED
                          X      PARENTS
                          X      COMMUNITY

VERIFICATION/COMMENTS:
STW      INVITE PARENTS TO COMMUNITY ADVISORY COMMITTEE MEETING
         LETTER SENT (ON FILE OCE)

DOCUMENTATION:
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*************************************************************************************
TASK NUMBER: 30302
 SCHEDULE VOLUNTEERS

SCHEDULED                    COMPLETION                  TASK/SUBTASK
   BY                           DATE                       COMPLETE
STB                           6/4/76                        Y
STW                           6/4/76                        N

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO      STC      STB      STW      AFFECTED
                   X        X      PARENTS
                   X        X      COMMUNITY

VERIFICATION/COMMENTS:
STB      LIST OF PARENT INTERVIEWS (ON FILE OCE)
STW      UNCERTAIN AS TO CAUSE FOR UNAVAILABILITY OF VOLUNTEERS

DOCUMENTATION:
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```
*************************************************************************************

TASK NUMBER: 30303
 RECORD DATA

SCHEDULED                     COMPLETION                    TASK/SUBTASK
    BY                           DATE                         COMPLETE
STB                             6/4/76                           Y
STW                             6/9/76                           Y

  ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO      STC      STB      STW      AFFECTED
                   X        X       PARENTS
                   X        X       COMMUNITY

VERIFICATION/COMMENTS:
STB       LIST OF PARENT INTERVIEWS (ON FILE OCE)
STW       DATA RESULTS (ON FILE OCE)

DOCUMENTATION:
```

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****************************************************************************

TASK NUMBER: 30304
 ADMINISTER ATTITUDE SURVEY

SCHEDULED                 COMPLETION                TASK/SUBTASK
   BY                        DATE                     COMPLETE
STB                         6/4/76                     YYY
STW                         6/9/76                     Y

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO     SIC     STB     STW     AFFECTED
                 X       X      PARENTS
                 X       X      COMMUNITY

VERIFICATION/COMMENTS:
STB      COMPLETED SURVEY FORM
STW      SURVEYS (ON FILE OCE)

DOCUMENTATION:
(SEE ATTACHED PARENT SURVEY SUMMARY)
```

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****************************************************************************

TASK NUMBER: 40101
ADMINISTER TEST INSTRUMENT

SCHEDULED                 COMPLETION             TASK/SUBTASK
   BY                        DATE                  COMPLETE
DCO                        6/8/76                   YYY
STC                        6/6/76                   Y
STB                        6/4/76                   Y
STW                        6/9/76                   Y

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO      STC      STB      STW      AFFECTED
 X                                  STUDENTS/PARENTS
 X                                  TEACHERS/STAFF TRAINERS
 X                                  DEPARTMENT OF RESEARCH
          X        X        X       STUDENTS

VERIFICATION/COMMENTS:
STC      ANSWER SHEETS TURNED IN
STB      COMPLETED TESTS
STW      COMPLETED TESTS

DOCUMENTATION:
SEE TEST DATA FROM SCHOOL PROFILE
```

```
*************************************************************************************

TASK NUMBER: 40102
 COLLECT DATA

SCHEDULED                 COMPLETION               TASK/SUBTASK
   BY                        DATE                    COMPLETE
DCO                         6/8/76                     Y

 ROLE GROUP RESPONSIBLE            ROLE GROUP
DCO      STC      STB      STW       AFFECTED
 X                                  STUDENTS/PARENTS
 X                                  TEACHERS/STAFF TRAINERS
 X                                  DEPARTMENT OF RESEARCH

VERIFICATION/COMMENTS:

DOCUMENTATION:
SEE TEST DATA FROM SCHOOL PROFILE
```

```
**********************************************************************

TASK NUMBER: 40103
 DOCUMENT DATA

SCHEDULED                    COMPLETION                    TASK/SUBTASK
   BY                           DATE                          COMPLETE
DCO                            6/8/76                         N

  ROLE GROUP RESPONSIBLE          ROLE GROUP
DCO      STC      STB      STW     AFFECTED
 X                                STUDENTS/PARENTS
 X                                TEACHERS/STAFF TRAINERS
 X                                DEPARTMENT OF RESEARCH

VERIFICATION/COMMENTS:
DCO      WILL COMPLETE BY OCTOBER 15 1976

DOCUMENTATION:
FINAL REPORT
```

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**********************************************************************
TASK NUMBER: 40104
 ANALYZE GAINS

SCHEDULED                  COMPLETION                TASK/SUBTASK
   BY                         DATE                     COMPLETE
DCO                          6/8/76                     N

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO     STC     STD     STW     AFFECTED
 X                            STUDENTS/PARENTS
 X                            TEACHERS/STAFF TRAINERS
 X                            DEPARTMENT OF RESEARCH

VERIFICATION/COMMENTS:
DCO      WILL COMPLETE BY OCT 15 1976

DOCUMENTATION:
SEE TEST DATA FROM SCHOOL PROFILE
```

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**************************************************************

TASK NUMBER: 40105
 ANALYZE DISCREPENCIES

SCHEDULED                    COMPLETION                    TASK/SUBTASK
   BY                           DATE                         COMPLETE
DCO                           6/8/76                         N

 ROLE GROUP RESPONSIBLE          ROLE GROUP
DCO      STC      STB      STW     AFFECTED
 X                                STUDENTS/PARENTS
 X                                TEACHERS/STAFF TRAINERS
 X                                DEPARTMENT OF RESEARCH

VERIFICATION/COMMENTS:
DCO      WILL COMPLETE BY OCTOBER 15 1976

DOCUMENTATION:
SEE TEST DATA FROM SCHOOL PROFILE
```

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****************************************************************

TASK NUMBER: 40106
 SUMMARIZE CONCLUSION

SCHEDULED              COMPLETION           TASK/SUBTASK
   BY                     DATE                COMPLETE
DCO                     6/8/76                 Y

 ROLE GROUP RESPONSIBLE          ROLE GROUP
DCO    STC     STB     STW        AFFECTED
 X                               STUDENTS/PARENTS
 X                               TEACHERS/STAFF TRAINERS
 X                               DEPARTMENT OF RESEARCH

VERIFICATION/COMMENTS:
DCO     WRITTEN SUMMARY

DOCUMENTATION:
FINAL EVALUATION REPORT
```

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*************************************************************************************

TASK NUMBER: 40107
 REVISE MODEL IF NECESSARY

SCHEDULED                  COMPLETION                TASK/SUBTASK
   BY                         DATE                     COMPLETE
DCO                         6/8/76                      Y

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO     STC     STB     STW     AFFECTED
 X                            STUDENTS/PARENTS
 X                            TEACHERS/STAFF TRAINERS
 X                            DEPARTMENT OF RESEARCH

VERIFICATION/COMMENTS:
DCO      WRITTEN MODEL REVISION (ON FILE OCE)

DOCUMENTATION:
```

```
*****************************************************************
TASK NUMBER: 50100
 SEND MATERIALS UPON REQUEST

SCHEDULED             COMPLETION              TASK/SUBTASK
   BY                    DATE                   COMPLETE
DCO                    6/15/76                    Y

 ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO     STC     STB     STW      AFFECTED
 X                               COMMUNITY

VERIFICATION/COMMENTS:
DCO      FINAL REPORT BEING WRITTEN

DOCUMENTATION:
FINAL REPORT
```

```
*************************************************************************
TASK NUMBER: 50101
 RECORD REQUEST

SCHEDULED               COMPLETION              TASK/SUBTASK
   BY                      DATE                   COMPLETE
DCO                      6/15/76                    Y

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO     STC      STB     STW     AFFECTED
 X                               COMMUNITY

VERIFICATION/COMMENTS:
DCO      FINAL REPORT BEING WRITTEN

DOCUMENTATION:
FINAL REPORT
```

```
*******************************************************************************

TASK NUMBER: 50200
 PROVIDE ON SITE CLASSROOM VISITATION

 SCHEDULED                      COMPLETION                  TASK/SUBTASK
    BY                             DATE                       COMPLETE
 DCO                              5/15/76                       YY
 STC                              6/6/76                        N
 STB                              6/4/76                        YYY
 STW                              6/9/76                        Y

  ROLE  GROUP RESPONSIBLE        ROLE GROUP
 DCO     STC     STB     STW      AFFECTED
  X                              STAFF TRAINERS
  X                              COMMUNITY
  X                              OTHER SCHOOL SYSTEM PERSONNEL
         X                       TEACHERS/STUDENTS
                 X               LOCAL STATE NATIONAL VISITORS
                         X       AGENCY REPRESENTATIVES

 VERIFICATION/COMMENTS:
 STC      NO ACCOMPLISHMENT REPORT SUBMITTED
 STW      AGENDA FOR VISITATIONS

 DOCUMENTATION:
```

* * *

TASK NUMBER: 50201
CONDUCT VISITATIONS

SCHEDULED BY	COMPLETION DATE	TASK/SUBTASK COMPLETE
DCO	5/15/76	Y
STC	6/6/76	Y
STB	6/4/76	Y
STW	6/9/76	Y

ROLE GROUP RESPONSIBLE				ROLE GROUP
DCO	STC	STB	STW	AFFECTED
X				STAFF TRAINERS
X				COMMUNITY
X				OTHER SCHOOL SYSTEM PERSONNEL
	X			TEACHERS/STUDENTS
		X		LOCAL STATE NATIONAL VISITORS
			X	AGENCY REPRESENTATIVES

VERIFICATION/COMMENTS:
STW MONTHLY DISSEMINATION REPORT (ON FILE IN OCE)

DOCUMENTATION:

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************************************************************************

TASK NUMBER: 50202
 RECORD VISITATIONS

SCHEDULED               COMPLETION              TASK/SUBTASK
   BY                      DATE                   COMPLETE
DCO                      5/15/76                     Y
STC                      6/6/76                      N
STB                      6/4/76                      Y
STW                      6/9/76                      Y

 ROLE GROUP RESPONSIBLE      ROLE GROUP
DCO    STC     STB    STW     AFFECTED
 X                           STAFF TRAINERS
 X                           COMMUNITY
 X                           OTHER SCHOOL SYSTEM PERSONNEL
        X                    TEACHERS/STUDENTS
                X            LOCAL STATE NATIONAL VISITORS
                       X     AGENCY REPRESENTATIVES

VERIFICATION/COMMENTS:
DCO     FINAL REPORT
STC     NO ACCOMPLISHMENT REPORT FILED
STB     CAREER GUEST BOOK SIGNATURES
STW     SCHOOL VISITORS BOOK

DOCUMENTATION:
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******************************************************************************
TASK NUMBER: 50400
 SEND INFORMATION TO NEWS MEDIA

SCHEDULED                  COMPLETION                 TASK/SUBTASK
   BY                         DATE                      COMPLETE
DCO                        6/30/76                         Y

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO     STC      STB     STW     AFFECTED
 X                               COMMUNITY
 X                               MEDIA

VERIFICATION/COMMENTS:
DCO     CLIPPINGS OF ARTICLES

DOCUMENTATION:
```

```
*************************************************************************************************

TASK NUMBER: 50700
 SUBMIT FINAL REPORT

SCHEDULED                  COMPLETION                 TASK/SUBTASK
    BY                        DATE                      COMPLETE
DCO                         6/30/76                       N

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO      STC      STB      STW       AFFECTED
 X                                  OFFICE OF CAREER EDUCATION

VERIFICATION/COMMENTS:
DCO      WRITTEN REPORT BY OCTOBER 15 1976

DOCUMENTATION:
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```
*******************************************************************************

TASK NUMBER: 50702
 SEND COPIES TO 50 STATE COORDINATORS

SCHEDULED               COMPLETION          TASK/SUBTASK
   BY                      DATE                COMPLETE
DCO                      6/30/76               N

 ROLE GROUP RESPONSIBLE     ROLE GROUP
DCO     STC     STB     STW      AFFECTED
 X                              STATE DEPARTMENT

VERIFICATION/COMMENTS:
DCO      WRITTEN REPORT BY OCTOBER 15 1976

DOCUMENTATION:
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**********************************************************************

TASK NUMBER: 60100
 DEVELOP AND MAINTAIN INFORMATION
 MONITORING AND REPORTING SYSTEM

SCHEDULED              COMPLETION            TASK/SUBTASK
   BY                     DATE                 COMPLETE
DCO                     6/25/76                  Y

 ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO     STC      STP     STW      AFFECTED
 X                                TEACHERS
 X                                PRINCIPALS
 X                                STAFF TRAINERS

VERIFICATION/COMMENTS:
DCO      COMPLETED ACTION PLANS AND ACCOMPLISHMENT REPORTS
        (COPIES ON FILE IN DEPT. OF RESEARCH AND EVALUATION)

DOCUMENTATION:
```

```
***************************************************************************
TASK NUMBER: 60101
 REVIEW SYSTEM

SCHEDULED                  COMPLETION                  TASK/SUBTASK
   BY                         DATE                       COMPLETE
DCO                         6/25/76                         Y

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO      STC      STB     STW      AFFECTED
 X                                TEACHERS
 X                                PRINCIPALS
 X                                STAFF TRAINERS

VERIFICATION/COMMENTS:
DCO      SUMMARY OF DATA

DOCUMENTATION:
```

```
***************************************************************************

TASK NUMBER: 60102
 REVISE SYSTEM IF NECESSARY

SCHEDULED                  COMPLETION               TASK/SUBTASK
   BY                         DATE                    COMPLETE
DCO                         6/25/76                    Y

 ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO     STC     STB     STW       AFFECTED
 X                              TEACHERS
 X                              PRINCIPALS
 X                              STAFF TRAINERS

VERIFICATION/COMMENTS:
DCO      WRITTEN SYSTEM REVISION IF NECESSARY

DOCUMENTATION:
```

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*****************************************************************************

TASK NUMBER: 60201
 CONDUCT MONTHLY MEETINGS

SCHEDULED              COMPLETION              TASK/SUBTASK
   BY                     DATE                   COMPLETE
DCO                     5/30/76                    YYY

 ROLE GROUP RESPONSIBLE        ROLE GROUP
DCO     STC     STB     STW      AFFECTED
 X                             CENTRAL OFFICE/TASK FORCE

VERIFICATION/COMMENTS:
DCO      MEETING AGENDA (ON FILE OCE)

DOCUMENTATION:
```

```
*****************************************************************************

TASK NUMBER: 60202
 OBTAIN FEEDBACK

SCHEDULED               COMPLETION             TASK/SUBTASK
   BY                      DATE                  COMPLETE
DCO                      5/30/76                   Y

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO     STC     STB     STW     AFFECTED
 X                            CENTRAL OFFICE/TASK FORCE

VERIFICATION/COMMENTS:
DCO      WRITTEN PLAN FOR SYSTEM (ON FILE OCE)

DOCUMENTATION:
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```
*************************************************************************

TASK NUMBER: 60301
 MONITOR IMPLEMENTATION PROCESS

SCHEDULED                    COMPLETION                TASK/SUBTASK
   BY                           DATE                     COMPLETE
DCO                           5/25/76                      Y

 ROLE GROUP RESPONSIBLE         ROLE GROUP
DCO      STC      STB      STW       AFFECTED
 X                                  STAFF TRAINERS
 X                                  PRINCIPALS
 X                                  TEACHERS
 X                                  STUDENTS
 X                                  PARENTS

VERIFICATION/COMMENTS:
DCO      WRITTEN DATA

DOCUMENTATION:
```

```
*****************************************************************************

TASK NUMBER: 60302
 ANALYZE DATA FROM MONITORING SYSTEM

SCHEDULED                 COMPLETION                TASK/SUBTASK
   BY                        DATE                     COMPLETE
DCO                        6/25/76                      Y

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO     STC     STN     STW     AFFECTED
 X                            STAFF TRAINERS
 X                            PRINCIPALS
 X                            TEACHERS
 X                            STUDENTS
 X                            PARENTS

VERIFICATION/COMMENTS:
DCO      LIST OF ITEMS

DOCUMENTATION:
```

```
*******************************************************************************

TASK NUMBER: 60401
 REVIEW EVALUATION DATA

SCHEDULED                  COMPLETION                TASK/SUBTASK
   BY                         DATE                     COMPLETE
DCO                         6/25/76                      Y

 ROLE GROUP RESPONSIBLE      ROLE GROUP
DCO    SIC    STB    STW      AFFECTED
 X                           STAFF TRAINERS
 X                           DEPARTMENT OF RESEARCH

VERIFICATION/COMMENTS:
DCO     CHART OF OBJECTIVES AND DATA

DOCUMENTATION:
```

```
*************************************************************************
TASK NUMBER: 60402
 ANALYZE DATA AS TO OBJECTIVES

SCHEDULED            COMPLETION            TASK/SUBTASK
   BY                   DATE                 COMPLETE
DCO                   6/25/76                Y

 ROLE GROUP RESPONSIBLE     ROLE GROUP
DCO    STC    STB    STW     AFFECTED
 X                          DIRECTOR OF RESEARCH

VERIFICATION/COMMENTS:
DCO     CHART OF OBJECTIVES

DOCUMENTATION:
```

```
*******************************************************************

TASK NUMBER: 60403
 PROVIDE FEEDBACK

SCHEDULED               COMPLETION                TASK/SUBTASK
   BY                      DATE                      COMPLETE
DCO                      6/25/76                     Y

  ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO      STC      STB      STW      AFFECTED
 X                                  PRINCIPALS

VERIFICATION/COMMENTS:
MEETINGS WITH PRINCIPALS AND STAFF TRAINERS

DOCUMENTATION:
```

```
**************************************************************************

TASK NUMBER: 60501
 PROVIDE MONITORING DATA

SCHEDULED                    COMPLETION                  TASK/SUBTASK
   BY                           DATE                       COMPLETE
DCO                           6/25/76                        X

 ROLE GROUP RESPONSIBLE       ROLE GROUP
DCO     STC     STB     STW     AFFECTED
 X                             PRINCIPALS

VERIFICATION/COMMENTS:
DCO     WRITTEN DATA SUMMARY

DOCUMENTATION:
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```
*************************************************************************

TASK NUMBER: 60502
 PROVIDE EVALUATION DATA

SCHEDULED               COMPLETION              TASK/SUBTASK
   BY                      DATE                   COMPLETE
DCO                      6/25/76                    Y

 ROLE GROUP RESPONSIBLE      ROLE GROUP
DCO     STC     STB     STW      AFFECTED
 X                            STAFF TRAINERS

VERIFICATION/COMMENTS:
DCO     WRITTEN SUMMARY OF EVALUATION DATA (SEE TEACHER QUESTIONNAIRE
        THIRD QUARTER OBSERVATION)

DOCUMENTATION:
```

APPENDIX

CAREER EDUCATION

PRODUCT EVALUATION INSTRUMENTS

1975-1976

Jefferson County Public Schools
Louisville, Kentucky

WORK HABITS

Imagine that you will be hiring people for a job. Put a check mark next to the characteristics you would like your workers to have.

_______ 1. Coming to work on time.

_______ 2. Refusing to help someone else do their job.

_______ 3. Forgetting the safety rules of your company.

_______ 4. Wearing the right clothes to work.

_______ 5. Following directions carefully.

_______ 6. Taking pride in their work.

_______ 7. Not willing to try a new task.

_______ 8. Finishing one job before starting another.

_______ 9. Bad-mouthing your company.

_______ 10. Going to the company president because of a problem you could solve.

_______ 11. Taking time to understand the company rules.

_______ 12. Willing to change jobs if another worker is ill.

_______ 13. Taking long lunch hours.

_______ 14. Earning a day's wages by working a full day.

_______ 15. Not caring about the quality of work done.

_______ 16. Knowing what might happen if a rule is broken.

_______ 17. Being neat and clean.

_______ 18. Being able to finish a job without a lot of reminders.

_______ 19. Realizing that he/she can't do everything.

_______ 20. Showing respect only for the head of the company.

Name ____

Grade ________________ Age ________ Date ________________

School ____

RELEVANCE OF SCHOOL

Name______________________ School______________________

Age__________ Date______________________

Put a check mark next to each statement that should be done both at school and on the job.

______ 1. Be on time.

______ 2. Sleep because you're tired.

______ 3. Leave the grounds during lunch breaks.

______ 4. Listen carefully to directions.

______ 5. Take a morning break.

______ 6. Try new assignments when asked.

______ 7. Be neat and clean.

______ 8. Work hard and complete everything you start.

______ 9. Report in if you are going to be out because of an illness.

______ 10. Wear a uniform.

Look at the list of job titles below. Decide which subjects you are studying in school will help someone on that job. Write the letters of those subjects next to the job.

__________ 1. Accountant

__________ 2. Biologist

__________ 3. Choreographer

__________ 4. Caterer

__________ 5. Dentist

__________ 6. Exterminator

__________ 7. Funeral Director

__________ 8. Government Inspector

__________ 9. Interior Designer

__________ 10. Food and Drug Inspector

__________ 11. Writer

__________ 12. Probation Officer

__________ 13. Disc Jockey

__________ 14. Meteorologist

__________ 15. Assembly line worker

__________ 16. Machinist

__________ 17. Bank teller

__________ 18. Army Colonel

__________ 19. City Planner

__________ 20. Public Relations Specialist

A. English

B. Social Studies

C. Mathematics

D. Science

E. Art

F. Music

G. Home Economics

H. Industrial Arts

I. Physical Education

J. Health

APENDIX

CAREER EDUCATION

PROCESS EVALUATION INSTRUMENTS

1975-1976

Jefferson County Public Schools
Louisville, Kentucky

PROGRAM: ______________________ SCHOOL YEAR: 19___ - 19___ DATE ______________________

NAME: ______________________________ LOCATION # ______ ROOM # ______

	HOW MANY	REMARKS
LEARNING CENTERS		
CURRICULUM INTEGRATION		
HANDS ON PROJECTS		
BULLETIN BOARDS		
SPEAKERS		
DISCUSSION		
FIELD TRIPS		

OBSERVATION CHECKLIST

OBSERVER: ______________________________

PLEASE RETURN TO YOUR PRINCIPAL ON OR BEFORE DECEMBER 19

CAREER EDUCATION - TEACHER QUESTIONNAIRE

1. Does the Career Education program being implemented in your school successfully emphasize education as meaningful preparation for work? YES______ NO______

2. In what ways have the students shown an eagerness to participate in the program, such as requesting;

   (a) speakers relative to Career Education YES______ NO______

   (b) field trips relative to Career Education YES______ NO______

   (c) career related discussions YES______ NO______

   (d) interest or learning centers relative to Career Education YES______ NO______

   (e) other (specify)

3. Please check the areas where you have received support from the following:

	Principal	Counselor	Staff Trainer	Director
(a) understanding Career Education curriculum guides				
(b) individual lesson planning along a career theme				
(c) gathering career related materials				
(d) developing career related bullentin boards				
(e) obtaining learning center materials				
(f) developing self-concept activities				
(g) securing speakers relative to Career Education				
(h) scheduling field trips relative to Career Education				
(i) developing interviewing skills				

	Principal	*Counselor*	*Staff Trainer*	*Director*
(j) developing role-playing activities	______	______	______	______
(k) developing hands-on-activities	______	______	______	______
(l) providing encouragement and reinforcement	______	______	______	______
(m) Other (specify)	______	______	______	______

4. Please rank the following career-related items in the order of their usefulness to you in implementing the Career Education program, (i.e., 1 = most useful, 10 = least useful).

(a) learning centers ______

(b) Bulletin boards ______

(c) discussions ______

(d) interviewing ______

(e) role-playing ______

(f) hands-on-activities ______

(g) resource materials ______

(h) speakers ______

(i) field trips ______

(j) research (student activities) ______

5. Have you encountered problems integrating the Career Education concept into the regular instructional program in any of the following areas:

(a) speakers not available YES______ NO______

(b) not enough training YES______ NO______

(c) materials not available YES______ NO______

(d) not enough time YES______ NO______

(e) problems related to desegregation YES______ NO______

(f) problems related to merger YES______ NO______

(g) not interested YES______ NO______

(h) lack of occupational information YES______ NO______

(i) Other (specify) YES______ NO______

6. Have you received additional support services, other than for Career Education, from the Career Education Coordinator being housed at your school?
YES______ NO______

7. Please list any ideas or suggestions that you feel would enhance the Career Education program in your school.

8. Please check the PHASES within EACH job cluster you have covered to date:

CLUSTER AREAS	AWARENESS	EXPLORATION	PREPARATION
Transportation			
Construction			
Manufacturing			
Personal Service			
Public Service			
Communication Media			
Fine Arts and Humanities			
Consumer Homemaking			
Hospitality and Recreation			
Health			
Business, Office			
Natural Resources			
Agriculture			
Environmental Control			
Marketing, Distribution			

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CAREER EDUCATION INTERVIEW

TEACHERS

1. Do the students seem more aware of the importance of Career Education to the learning process, because of participation in the program?
YES______ NO______

2a. Do you feel that the Career Education Program helps to increase student interest in school? YES______ NO______

b. In what ways?

3a. Are you as a teacher receiving any benefit from the support services provided for Career Education? YES______ NO______

b. In what areas?

c. Do you have suggestions for additional support services that you feel would be of benefit to you?

4. Have you been successful in motivating students in Career Education by using the following techniques:

(a)	learning centers	YES______	NO______
(b)	bulletin boards	YES______	NO______
(c)	discussions	YES______	NO______
(d)	interviewing	YES______	NO______
(e)	role-playing	YES______	NO______
(f)	hands-on-activities	YES______	NO______
(g)	speakers	YES______	NO______
(h)	field trips	YES______	NO______
(i)	research	YES______	NO______

5a. Do you have a clear understanding of Career Education supplement guides?
YES______ NO______

b. If no, why not?

c. Are there any suggestions you have that would make them clearer for you?

6. In what ways(s) has the staff-trainer in your school helped you to blend Career Education into your regular curriculum?

7a. Are you interested in Career Education? YES______ NO______

b. If no, why not?

8a. Do you have enough time to implement Career Education in your classroom?
YES______ NO______

b. If no, why not?

c. Do you have suggestions that would help in this area?

9a. Does some students being behind in their curriculum prevent or hinder you from implementing Career Education? YES______ NO______

b. If so, why?

10a. Are there other problems that you feel interfere with the implementation of the Career Education Program? YES______ NO______

b. What are these problems?

11. Do you have any suggestions that you feel would make the Career Education Program in your school more successful?

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CAREER EDUCATION INTERVIEW

COUNSELORS

1. *Are you thoroughly familiar with the Career Education guidance objectives?*
YES_________ NO________

2. *How have you assisted students in developing self-exploration and decision-making skills?*

e.g. guidance classes __________
group counseling __________
individual counseling __________
none __________

3 *Have you made students and teachers aware of the interest, apptitude, and occupational inventories available to help set goals? YES______ NO______*

4 *Are you available to assist students and teachers to interpret the results of these inventories? YES______ NO______*

5. *Are you familiar with community resources? YES______ NO______*

6. *How have you involved the community in the Career Education Program at your school?*

7a. Have you made yourself aware of the job opportunities in order to assist students towards setting future goals? YES______ NO______

b. If no, what service would help you do so?

8. Are you familiar with the methods of placement in jobs, colleges, or post-secondary training? YES______ NO______

9 Are you interested in Career Education YES______ NO______

10. Briefly, how do you perceive your role in the Career Education Program in your school?

11a. Have you encountered problems in your involvement with the Career Education Program in your school? YES______ NO______

b. If so, what are these problems?

12. Do you have any suggestions that you feel would make the Career Education Program in your school more successful?

CAREER EDUCATION INTERVIEW

PRINCIPALS

1. Are you aware of Career Education concepts? YES______ NO______

2. Are you familiar with curriculum materials, strategies, and techniques used to implement the Career Education Program in your school?
YES______ NO______

3. Are you actively supportive of the Career Education Program in your school?
YES______ NO______

4. In what ways are you supportive?

5a. Are there problems that you are aware of that prevent or hinder the implementation of the Career Education Program in your school?
YES______ NO______

b. If yes, what are these problems?

6a. Are there additional support services that would benefit the Career Education Program at your school? YES______ NO______

b. If so, what are they?

7. Do you have any suggestions that you feel would make the Career Education Program in your school more successful?

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CAREER EDUCATION PROGRAM
PARENT SURVEY

1a. Have you heard about the Career Education Program at Breckinridge Elementary School? YES______ NO______

b. If so, where did you first hear about the program?

_____your child
_____a P.T.A. meeting
_____a community meeting
_____the Newsletter
_____other (please list)

2. The Career Education Program:
Please check (✓) all the items that are true.

_____is for all children in kindergarten through grade twelve.
_____reinforces (helps) students in Reading, Writing, and Math skills.
_____takes away from the student's Reading, Writing, and Math skills.
_____is a part of all subjects.
_____is a separate subject.
_____is the same as vocational education.
_____is only for students who are planning to go to college.
_____is only for students who are planning to get a job after high school.

3. Do you feel that being made aware of possible careers (jobs) should be an important part of your child's education? YES______ NO______

4a. Does your child seem interested in the Career Education Program at his School? YES______ NO______

b. If so, how does he show interest?
Please check (✓) all the items that are true.

(a) Talks about the program _____
(b) Brings home career related projects _____
(c) Talks about field trips and speakers _____
(d) Talks about what he wants to do in the future _____
(e) Other (please list) _____

5. *Do you think that parents should be a part of the Career Education Program?*
YES______ NO______

6. *Do you feel that the Career Education Program should be continued as a part of the curriculum? YES______ NO______*

7. *Would you like to know more about the Career Education Program at your child's school? YES______ NO______*

8. *Do you have any suggestions that you feel would make the Career Education Program at your child's school more successful?*

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CAREER EDUCATION PROGRAM
PARENT SURVEY

1a. Have you heard about the Career Education Program at Western Junior High School? YES______ NO______

b. If so, where did you first hear about the program?

______your child
______a P.T.A. meeting
______a community meeting
______the Newsletter
______other (please list)

2. The Career Education Program:
Please check (✓) all the items that are true.

______is for all children in kindergarten through grade twelve.
______reinforces (helps) students in Reading, Writing, and Math skills.
______takes away from the student's Reading, Writing, and Math skills.
______is a part of all subjects.
______is a separate subject.
______is the same as vocational education.
______is only for students who are planning to go to college.
______is only for students who are planning to get a job after high school.

3. Do you feel that being made aware of possible careers (jobs) should be an important part of your child's education? YES______ NO______

4a. Does your child seem interested in the Career Education Program at his School? YES______ NO______

b. If so, how does he show interest?
Please check (✓) all the items that are true.

(a) Talks about the program ______
(b) Brings home career related projects ______
(c) Talks about field trips and speakers ______
(d) Talks about what he wants to do in the future ______
(e) Other (please list) ______

5. *Do you think that parents should be a part of the Career Education Program?*
YES______ NO______

6. *Do you feel that the Career Education Program should be continued as a part of the curriculum? YES______ NO______*

7. *Would you like to know more about the Career Education Program at your child's school? YES______ NO______*

8. *Do you have any suggestions that you feel would make the Career Education Program at your child's school more successful?*

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CAREER EDUCATION PROGRAM
PARENT SURVEY

1a. Have you heard about the Career Education Program at Central High School?
YES______ NO______

b. If so, where did you first hear about the program?

_____your child
_____a P.T.A. meeting
_____a community meeting
_____the Newsletter
_____other (please list)

2. The Career Education Program:
Please check (✓) all the items that are true.

_____is for all children in kindergarten through grade twelve.
_____reinforces (helps) students in Reading, Writing, and Math skills.
_____takes away from the student's Reading, Writing, and Math skills.
_____is a part of all subjects.
_____is a separate subject.
_____is the same as vocational education.
_____is only for students who are planning to go to college.
_____is only for students who are planning to get a job after high school.

3. Do you feel that being made aware of possible careers (jobs) should be an important part of your child's education? YES______ NO______

4a. Does your child seem interested in the Career Education Program at his School? YES______ NO______

b. If so, how does he show interest?
Please check (✓) all the items that are true.

(a) Talks about the program ______
(b) Brings home career related projects ______
(c) Talks about field trips and speakers ______
(d) Talks about what he wants to do in the future ______
(e) Other (please list) ______

5. *Do you think that parents should be a part of the Career Education Program?*
YES______ NO______

6. *Do you feel that the Career Education Program should be continued as a part of the curriculum? YES______ NO______*

7. *Would you like to know more about the Career Education Program at your child's school? YES______ NO______*

8. *Do you have any suggestions that you feel would make the Career Education Program at your child's school more successful?*

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CAREER EDUCATION PROGRAM

STUDENT SURVEY - ELEMENTARY

Read each question and put a check (✓) under the face that shows how you feel.

1. I like learning about the different jobs that people do.

☺	☹
___	___

2. I like to talk to people about the kind of work that they do.

☺	☹
___	___

3. When we use games to learn about different jobs it is interesting and fun.

☺	☹
___	___

4. I learn a lot when we talk about what we need to learn in school, so that we can get a good job when we grow up.

☺	☹
___	___

5. Which of these do you like to do when you learn about careers;

   (a) talk to the people who come to my class and tell me about the kinds of jobs they do.

☺	☹
___	___

   (b) read about all the kinds of jobs that people do.

☺	☹
___	___

(c) go on field trips to see what people do on different jobs.

☺ ___ ☹ ___

(d) see and touch the tools that people use in their jobs.

☺ ___ ☹ ___

(e) talk with my teacher and the rest of my class about different jobs.

☺ ___ ☹ ___

6. When I am at home, I talk about what I have learned about different jobs.

☺ ___ ☹ ___

7. I want to learn more about all kinds of jobs.

☺ ___ ☹ ___

1c

CAREER EDUCATION PROGRAM

STUDENT SURVEY - ELEMENTARY

1. I like learning about the different jobs that people do. YES______ NO______

2. I like to talk to people about the kind of work that they do. YES______ NO______

3. When we use games to learn about different jobs, it is interesting and fun. YES______ NO______

4. I learn a lot when we talk about what we need to learn in school, so that we can get a good job when we grow up. YES______ NO______

5. Which of these do you like to do when you learn about careers;

    (a) talk to the people who come to my class and tell me about the kinds of jobs they do. YES______ NO______

    (b) read about all the kinds of jobs that people do. YES______ NO______

    (c) go on field trips to see what people do on different jobs. YES______ NO______

    (d) see and touch the tools that people use in their jobs. YES______ NO______

    (e) talk with my teacher and the rest of my class about different jobs. YES______ NO______

6. When I am at home, I talk about what I have learned about different jobs. YES______ NO______

7. I want to learn more about all kinds of jobs. YES______ NO______

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CAREER EDUCATION PROGRAM

STUDENT SURVEY - SECONDARY

1a. Have you learned about careers (jobs) this year? YES______ NO______

b. If no, why not?

c. Would you have liked to learn about careers? YES______ NO______

2a. Has learning about different careers been interesting to you this year? YES______ NO______

b. If no, why not?

3. Since you have been in the Career Education Program, are you thinking more about what you want to do when you graduate? YES______ NO______

4. Do you think Reading, Writing, and Math skills are important in helping you to get a good job? YES______ NO______

5. Which of the following are interesting and helpful to you when you are learning about careers;

(a) interviewing speakers about their jobs. ________

(b) going on field trips to see what people do on certain jobs. ________

(c) class discussions on different careers ________

(d) doing your own research on careers ________

(e) shadowing ________

(f) internship (senior high) ________

(g) other (please list them) ________

6. Do you talk to your parents about the things you do and learn in the Career Education Program? YES______ NO______

7. What are some of the careers (jobs) that you have studied this year? (please list them)

8a. Have you discussed your career goals with your;

______teacher ______principal

______counselor ______career education staff-trainer

b. If no, which of the above would you have liked to discuss your career goals with?

9. Is there anything that you feel would improve the Career Education Program at your school?